

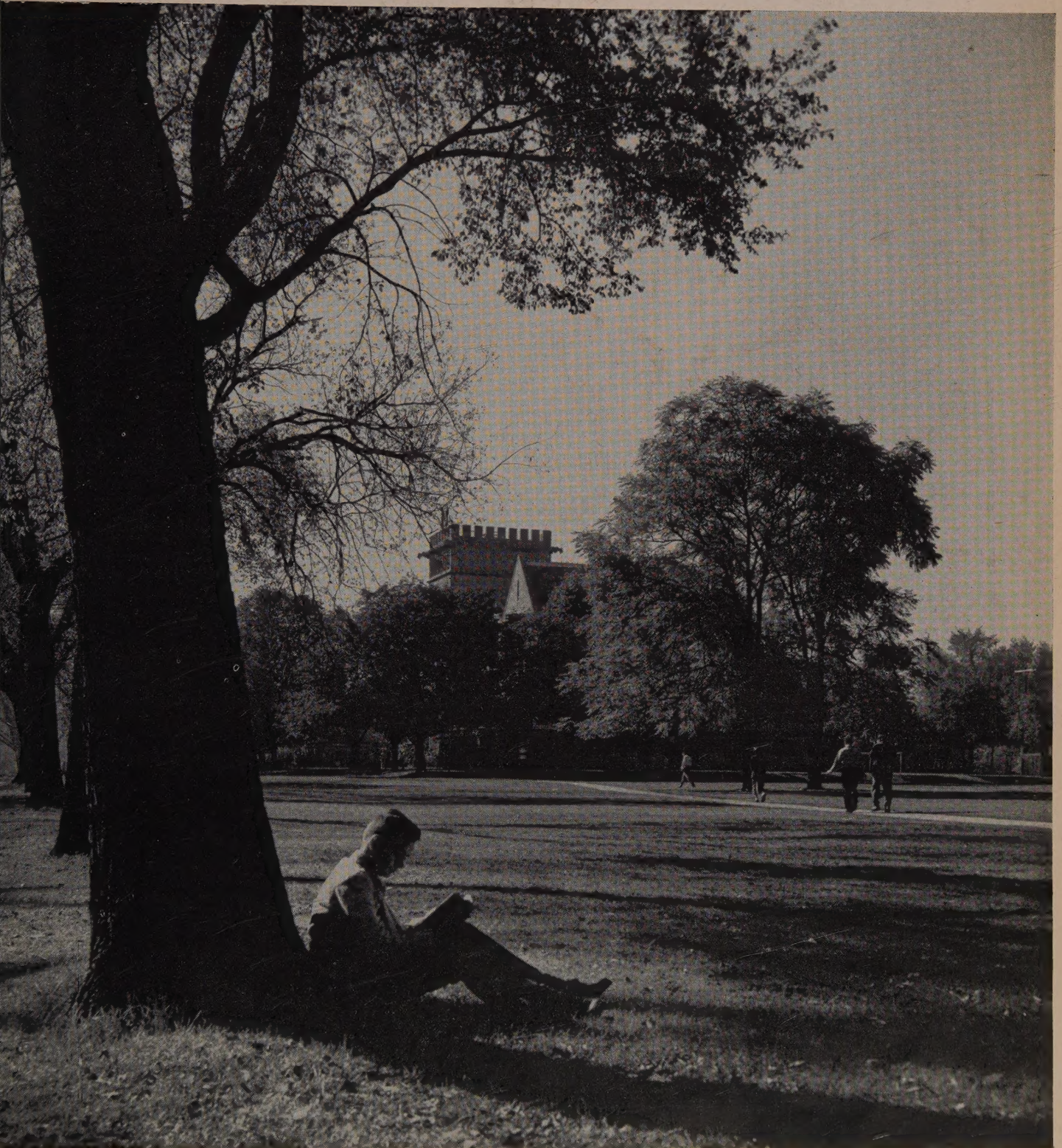
# Illinois U Library **SPEECH ACTIVITIES**

FORMERLY THE DEBATER'S MAGAZINE

Vol. V

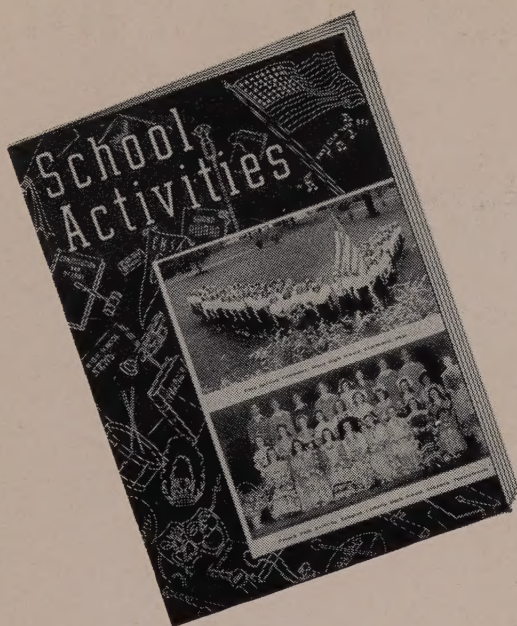
SUMMER, 1949

No. 2



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# SPEECH ACTIVITIES

Formerly Debater's Magazine

SUMMER, 1949

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VOLUME V

NUMBER 2

## Investigation or Persuasion?

The Implications in the Two Theories

WAYNE N. THOMPSON

University of Illinois

Chicago Undergraduate Division

The two major theories concerning the nature and the purpose of debate are (1) that it is a technique of investigation and (2) that it is a means of persuasion. Although the opening section of this paper will state certain arguments briefly, the primary purpose is to show how each theory affects debate instruction.

I

Debate—particularly as compared with discussion—has two distinguishing features: It follows rules that carefully safeguard the rights of the participants, and it is two-sided rather than multilateral. Whereas discussion deals with a problem area, debate considers one of the possible solutions.

1

The investigative theory holds that the overall purpose of presenting two opposing cases is to study the desirability of the proposal and to create the basis for making a decision. The theory in no way denies that the individuals or the teams may be engaged in persuasion, that they should prosecute their arguments vigorously, and that they should expose the weaknesses in the opposing contentions.

Eight points summarize the argument that teachers of debate should accept the investigative concept:

1. Our chief democratic institutions use debate as a means of in-

1. For a more complete analysis of the investigative theory, see Wayne N. Thompson, "Discussion and Debate: A Re-examination," *Quarterly Journal of Speech*, XXX (Oct., 1944), 288-299; *Debater's Magazine*, I (Oct.-Dec., 1945), 1-14.

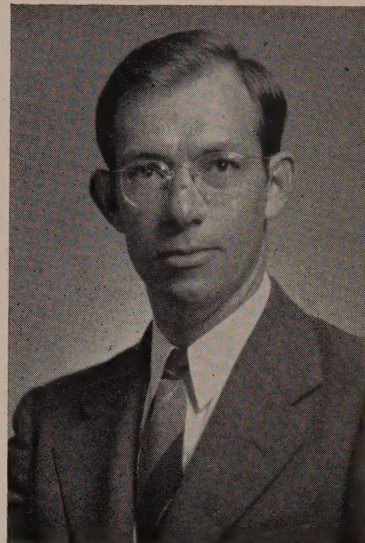
vestigation. The rules of our courts guarantee the rights of both the prosecution and the defense, and parliamentary law provides for the presentation of both sides in our legislative bodies. The assumption in both branches of government is the same: The surest way of determining justice (or the proper course of action) is to hold the decision in abeyance until both cases have been heard.

Indeed, the investigative theory of debate is a basic tenet of the democratic system. The assumption is that the majority is more likely to be right than wrong whenever the citizens are able to discuss public matters freely and to assess for themselves the validity of the conflicting arguments.

2. The idea that debating is a division of persuasion is inconsistent with the form of debate. Whereas the purpose of persuasion is to move opinion in a predetermined direction, the format of debate allows both sides to be heard. It permits every persuasive plea to be countered, thus reducing the effectiveness of the advocate. On the other hand, it is well adapted to the careful testing of a proposition and to the suspension of judgment.

3. A citizenry composed of persons trained to develop both sides and to make decisions by evaluating the respective cases forms a stronger basis for a working democracy than does a population of men and women whose speech training is centered in persuasion.

4. Placing the emphasis upon the objective of the entire process (investigation) rather than upon the purpose of the speaker (persuasion) promotes ethical debate practice.



Wayne N. Thompson

The individual who thinks that his aim is to persuade may be able to justify tricky analysis, the suppression of unfavorable issues, and other stratagems, but the man who regards himself as a co-worker in the search for truth can condone only practices that are consistent with high standards.

5. The student who sees debate as a means of investigation understands that he possesses a useful personal tool. He sees that his activity is a technique for dealing with personal and group problems—for analyzing conflicting campaign speeches and making his own decision, for jointly studying proposals affecting clubs to which he belongs, and for deciding whether to affirm or to deny such serious personal propositions as "Resolved: That I should enter Graduate School at State College" or "Resolved: That I should accept the position with the Super-Suction Vacuum Sweeper



Company." He realizes that the procedures that he learns in the classroom—stating the proposition, finding the issues, and building the opposing cases—are essential tools in leading a rational life.

6. Unless the persuader knows how to use debate as an investigative technique, he has no sound ratiocinative method of deciding which side to advocate. Those who become persuasive without, also, developing an appreciation of truth and mastering a method of assessing where it lies are socially dangerous.

7. By making it clear that debate is a means of social progress rather than a device for personal aggrandizement, the investigative theory makes it relatively easy for those of us who believe in debate to convince administrators and teachers that our work deserves support.

8. The investigative theory does not eliminate training in persuasion from the forensic program.

## II

As previously stated, however, my aim is not so much to argue over the two theories as it is to show how each of them affects the teacher and the student. First, let us examine how an instructor who believes in the investigative theory conducts his work.

**He keeps the social usefulness of debate in the foreground.** All too frequently school and college debaters see nothing in their activity beyond filling file boxes with information and outsmarting their opponents. Such a limited horizon means limited personal and social attainments. These students are practitioners with no purpose beyond the immediate; they are technicians, not artists; opportunists and self-seekers, not democratic contributors.

No instructor should permit a student to complete a year's forensic work without developing a sense of social responsibility. Our society, present and future, depends in part upon how skillfully we analyze national and community issues and how wisely we assess the competing cases. The individual himself profits as the group welfare is served.

Such a philosophy makes it clear that the "rival" speakers are co-workers and not antagonists. Although they present opposing points of view, they are cooperating in the process of subjecting a proposition

to a rigorous test. The concept that one debates **about** a proposition and **not against** an opponent, in turn, affects attitudes and practices in many ways.

**He makes it clear that debate is a useful technique and not a mere game or contest.** The trappings of modern debating, particularly that which occurs in tournaments, frequently serves to motivate students to do their best work. That much is good, but unfortunately they sometimes conclude that their activity is not unlike football or track.

This misconception is harmful because it may prevent the participant from realizing that he is mastering a practical art. Debate if only a means of competing with other schools over one problem a year is indeed a questionable way of spending one's time. But the skills that the student learns—and this he must be taught—may be used again and again.

Not every simple problem, of course, justifies the careful research and the penetrating thought that characterize the varsity debater, but everyone meets personal problems that deserve systematic treatment. And when these major problems arise, the steps to follow are those that one learns as a debater. "Resolved: That I should buy the house at 1234 First Avenue." What are the issues? What evidence is pertinent? What is the affirmative case? What are the negative arguments? What points of refutation and counter-refutation are valid? What is the correct decision?

Instruction based upon the investigative theory makes it clear that one can apply the foregoing questions to a variety of problems.

**He emphasizes the logical aspects of debating.** Although effective wording and strong delivery are necessary when an audience is to make a decision, the investigative theory puts the emphasis upon ideas. Evaluating a suggested solution whether it pertains to a problem that is personal or international, is an exercise in critical thinking. Debaters must learn to ask—and to answer—such questions as these: How does this fact apply? Which of these points is the more important? Is this issue fundamental? Which of the conflicting statistics is accurate? How do these contentions fit together? And, when these two arguments are contrasted, what basic

issue emerges? In short, the mind of the debater must be forever critical—sorting out ideas, searching, rejecting, combining, revising—always trying to penetrate the surface observations for the deeper issues. Without such mental effort, the participant in a group debate cannot fulfill his social obligation to develop his case to the limits of its inherent strength, and the person who must see both sides of a personal problem can engage in nothing more than high-level guesswork.

Placing the emphasis upon content, however, should not produce a dull, colorless presentation. To the contrary, thoroughly testing a proposition requires vigorous thought and spirited rejoinder. A unique value of debate is that it encourages a critical examination of the two sides.

**He gives his students a great deal of debating experience.** These logical skills are mastered neither quickly nor easily. Careful training and extensive experience are essential. No two or three debates a semester suffice.

The forensic director, therefore, must find numerous speech opportunities to distribute prudently among the members of his squad. Excesses are possible, of course, and there no doubt are students who consume more time in debating than is advisable.

But just as too much creates unbalanced education, so too little results in training that lacks thoroughness. Some forensic directors restrict their program to the number of available audiences. Such a limitation is inconsistent with the investigative theory, because the logical aspects of debate demand only careful preparation, a good mind, and a situation that inspires the participants to do their best. An audience is certainly one of the strongest of the possible motivating factors, and I presume that all of us prefer having listeners. Nevertheless, other devices, notably the tournament, also, stimulate work of high quality. Although debaters profit in many ways from participating in the relatively inexpensive tournament, the pertinent consideration is that they secure the needed experience in logically weighing a proposition.

Thus, if the decision is between no debate and debating without an



audience, the choice should be the latter.

**He encourages his debaters to take both sides.** The evaluation of a proposed solution necessarily means the study of both sides. The assignment of two persons or teams to the investigation is not a necessity but is a convenience that lightens the task of the individual and adds to the interestingness and the thoroughness of the proceedings.

Outside of school or college one may not receive such assistance from co-workers. In fact, in dealing with most personal problems, one is compelled to brief both cases himself. He must serve successively as affirmative, negative, and judge.

In addition, debaters profit in two other ways from taking both sides: (1) By so doing, they extend the scope of their research, they see more facets of the proposition, and they become more likely to penetrate the obvious ideas and to reach the core of the argument. (2) They can scarcely escape the conclusion that the proposition is bilateral. Only the man who always takes the affirmative (or the negative) runs the risk of becoming narrow-minded, intolerant, dogmatic, and bigoted.

Some writers, we recognize, charge that taking both sides is morally wrong and hypocritical. They claim that insincerity, shallowness, and intellectual dishonesty result. As the next section will indicate, some of these indictments are consistent with the persuasive theory of debate; but most of them are directed at malpractices and not at inherent evils. With sensible coaching, taking the affirmative and the negative, even in successive hours, not only has no ill effects but also makes a contribution to the development of power in investigation.

### III

But what of the theory that debate is an exercise in persuasion? What are the arguments for this theory, and what implications does it have for the classroom teacher and the forensic director?

The preceding pages indicate that the writer believes that the persuasive theory is inconsistent with the form of debate and that it provides a limited basis for carrying on a forensic program. Nevertheless, instructors who support this theory manage to provide their students

with valuable training and experience.

Here are the principal characteristics of a forensic program which is consistent with the belief that debate is a branch of persuasion.

**The instructor centers attention upon the aims of the individual rather than upon those of the group.** By his own definitions, his interest is not in approaching truth, in providing the basis for a decision, or in promoting the welfare of all. Instead, his efforts are directed at increasing the power of the speaker to sway an audience. He wants the individual to profit, to become strong and powerful, and to learn how to advance private interests; his concern with whether these interests are right, if not entirely absent, is incidental.

**He emphasizes the non-logical aspects of debate.** Of course, no instructor can ignore logical considerations. Sound analysis, careful research, and cogent argument are strong persuasive factors,

Nevertheless, when the aim is to persuade, logical procedures become not the method of evaluating a solution but a means of winning response. Organization and presentation aim at exploiting the prejudices of the audience (perhaps in a good cause) and not at providing a basis for decision. They aim at imposing a decision, not at giving others the information that they need for deciding. The persuasive speaker, thus, may prefer the dramatic instance to the general statistic, the often-repeated assertion to the carefully reasoned contention. His devices are both logical and non-logical; and if the instructor is teaching debate as a branch of persuasion, he is obliged to help his student select the most effective of the available devices.

**He has his speakers take only one side.** Among these devices, the earnestness of the speaker is one of such potency that to talk effectively without believing in one's cause is practically difficult if not ethically wrong. The teacher, therefore, who believes that debate is an exercise in persuasion should determine which side his students support, encourage them to become ever stronger in their beliefs, and urge them to speak with as much conviction as they can muster.

**He restricts his program to audi-**

**ence debates.** Literally interpreted, this, of course, is an overstatement, for even in private the student may develop his powers of composition and delivery. As a general proposition, however, persuasive speaking implies an audience. One analyzes the listeners, selects his appeals in accordance with the analysis, and during delivery watches the reactions and revises accordingly.

### IV

From the preceding study of the implications of the two theories of debate the writer draws these conclusions:

1. The function of debate in our judicial and legislative branches of government is to present both sides so that a just and wise decision may follow. Outside of the courtroom and the assembly, the purpose again is to provide the basis for decision. Although participants properly try to persuade others, the objective of the entire presentation is the investigation of a proposed solution to a problem. The emphasis upon debate as a social tool rather than as a means of personal advancement promotes ethical practices.

2. The persuasive theory is inconsistent with the form of debate.

3. The instructor should teach his students that they are mastering a technique that is useful (a) in solving personal problems, (b) in studying national and international issues, and (c) in determining which side to support if circumstances make the practice of persuasion desirable.

4. The primary characteristic of debate is logic. Debaters may—and do—learn other useful skills, but the secondary considerations should not interfere with their mastery of the investigative technics.

5. A student learns to debate by debating. The forensic program should include as much speaking before audiences as is possible, but tournaments and other non-audience situations provide worthwhile logical training. The social responsibility of the school or the college requires it to present reasoned, current discussions to those who wish to hear. The responsibility of the institution to its forensic group requires it to provide ample opportunities for them to secure training and experience.

6. Students should learn to de-

Turn to Page 55



# What Has Discussion Taught Us About Debate?\*

By DOUGLAS EHNINGER  
University of Virginia

After submitting to Dr. Potter the title of this paper—"What Has Discussion Taught Us About Debate?"—it struck me that I was being unduly presumptuous. Since what I have to say grows very largely out of my own observations as a debater, coach, and interested spectator of the forensics scene, it probably would have been more appropriate and more politic to have used the singular form of the pronoun and ask "What Has Discussion Taught Me About Debate?" Certainly, I do not mean in these remarks to speak for the brotherhood in general. Nor am I so naive as to suppose that all of you will agree with my analysis. At best the interpretations here advanced are subjective, and they may even be distorted in memory and colored with bias. Yet to me they seem true and what is more they seem important. Therefore, without further apology or personal reference I present them for what they may be worth.

Those of us who have been connected with school and college forensics over the past twelve or fifteen years probably would agree that the most important development of that period has been the advent and spread of the so-called discussion movement. Somewhere in the mid-thirties it was that we first started to hear a good deal about the evils of competitive argument and the virtues of cooperative group inquiry. Articles critical of debate appeared more frequently in the journals and at every convention we had, as you will remember, a knock 'em down and drag 'em out fight between proponents of the new order and defenders of the old—fights which, incidentally, usually ended in charges that the discussion men were using the methods of debate to support their gospel of sweetness and light.

Looking back on these disputes, it is now apparent that they nearly always turned on "the either-or

dichotomy." Discussion was all-good and debate all-bad, or *vice versa*, depending on which team you lined up with. Furthermore, one realizes that they often were characterized more by heat than by substance, since the combatants on both sides frequently spoke without sufficient knowledge of the methodologies they were attacking and defending. Debate, said the discussionists, is a technique designed to serve narrow-minded advocates in making the worse cause appear the better. Discussion, said the debate men, is a namby-pamby, mutual back-patting affair, which by its very nature prevents a healthy give and take among competing views. Needless to say, both of these analyses were egregiously false.

The mid-thirties was also the era in which the more rabid discussionists made wild claims for the supremacy of their method as a tool for lubricating the machinery of all human relationships. Discussion was the magic key for ending strife between capital and labor, between the races, and between nations. Somehow the mere fact that twelve or fifteen people sat down around a conference table and talked "face to face" was supposed to eliminate self-interest and guarantee the "creation" of a mutually satisfactory solution for their problems and differences. If only man could learn how to apply to social issues the principles and techniques of scientific investigation, then all, we were told, would be well in the world. As is easily understandable, this philosophy proved extremely attractive to many young men who, like myself, were just beginning our teaching careers. It also attracted, however, some older heads who should have been a good deal wiser. We all climbed on the discussion bandwagon and started vigorously to beat the drum.

Gradually, however—around 1940 I should say—the picture began to change. The endless talk about discussion or debate gave way to a new concept of discussion **and** debate. People in both camps saw that the prevailing Scylla and Charybdis attitude was essentially false. The two methods were not necessarily op-

posed; each in its own way and in its own sphere performed a useful and, in fact, indispensable function. In 1941 Ewbank and Auer in their influential textbook, **Public Discussion and Debate**, expressed such a philosophy. They posited a continuum along which might be ranged all forms of argumentative discourse, discussion being assigned to those early stages of argument when lines of cleavage are not yet clearly drawn, and debate being reserved for those situations where selection must be made among points of view. The question of whether or not such a continuum is theoretically valid need not here concern us. What is important is that through such concepts we were beginning to see that debate and discussion were compatible rather than conflicting methodologies. Therefore, instead of spending our energies, as we had previously done, in defending one and attacking the other, we began to work to develop and improve upon both. This, so far as I am able to judge, is the very desirable situation still existing at the present time.

Now, I have recounted at this length the general outline of recent forensics history because in my opinion there is much to be learned from it. To some of these lessons let us turn our attention.

In retrospect it is, I think, apparent that the early strife between discussion and debate did not arise so much from a natural opposition between the two methods as from an overstating of the legitimate case for each. Many debate men saw no value at all in discussion. Discussion men, on the other hand, failed to recognize that debate is in its own right an important and valuable tool of social decision. In such an atmosphere of charges and counter-charges no one could expect peace to be preserved. Yet the very fact that, despite the clamor, both techniques persisted and came gradually to be recognized as coordinate methods of argument is, I believe, *prima facie* evidence that the dispute was largely verbal.

Speaking first of the discussionists, we may say that their mistake lay not in charging that debate as practiced was bad. Nor were they wrong in asserting that debating has in it certain inherent evils. As Plato long ago pointed out, advocacy is by its nature an ethically

(Delivered at the Eastern Public Speaking Conference, New York, April 9, 1949.)



dubious business. The mistake of the discussionists lay in stretching their case to the point where they attempted to supplant debate with another methodology which, though perhaps more defensible morally, was not able to perform the peculiar task for which debate is specifically designed.

This error on the part of the discussionists has rather frequently been pointed out. They were, however, guilty of another error which has not, I believe, received the attention it deserves. They overlooked the fact that for better or for worse, we live today in what may be termed a debate culture—a culture in which most decisions are reached not through cooperative inquiry, but through competitive argument. From young childhood on men are taught to approach issues not as scientists but as advocates. We debate about the relative beauty of two movie actresses, about which team will win the pennant, and about the merits of television, just as we debate how to handle Russia and whether federal aid to education would be a good thing. The method of debate is something which men learn at home and on the street corner and playground as well as in the argumentation class. It is our natural and normal way of settling disputes and arriving at conclusions. In other cultures, anthropologists tell us, it is different. There men resort to physical violence, or stick pins in dolls, or seek the decision of a tribal elder. In western culture, however, we debate—one man attempts to make the best argumentative case he can for his side, and some opponent does the same. The purpose of each is to use that case to convince the other.

Now, as must be evident, I, along with many others, do not believe that our penchant for debating is altogether desirable. Perhaps in the future better techniques of social decision may be worked out. At the present time it appears that some progress is being made in this direction. This much, however, recent history appears to have taught us: Discussion cannot, as some have hoped and others have feared, at present supplant debate as a technique for deciding among well crystallized opinions and points of view. Such a function not only lies outside its natural limits, but the

attempt to employ discussion in arriving at such decisions runs counter to deeply implanted cultural patterns.

If then, for the present at least, we must go on with debate in our society, if we must continue to use it in settling many of the important issues of community, national, and international life, the role of the debate coach in that society is, I think, abundantly clear. He must see to it that people are trained to debate on the highest possible plane. He must instill into his students debating habits which will persist throughout life—habits of respecting facts, of looking at issues objectively, of reasoning soundly, and of caring more for the truth than for the decision. He must attempt to implant these habits so deeply that they will govern debates in the smoking car, in the club room, in the law court, and in the legislative chamber, as well as in the high school or college auditorium. Let him, of course, teach his students discussion methods also. And, above all, let him teach them when to discuss and when to debate—at what stages in decision, at what points on the continuum, each technique is applicable. For what is the use of knowing **how** to use a tool and not knowing **when** and **where** to use it?

First, then, the discussion movement of the last fifteen years has taught me—and, I believe, has taught many others—that debate is in our present society an indispensable method of group decision. On a more particularized level, however, this movement has also emphasized certain evils in the way debate is frequently practiced and has suggested remedies for these evils.

Since this paper has throughout been so largely subjective, here at its close I venture still one more opinion growing out of my own observation: It is that school debating is in many respects a much more worthwhile educational and social activity than it was before the advent of the discussion movement. The decreased emphasis on debating for decisions, the eagerness to experiment with new types of debate, the fact that through speakers' bureaus and extension divisions we are more and more taking debate to the people—these

are certainly healthy signs. Perhaps some of them would have come about if the discussion movement had not appeared. Debating was ready for a housecleaning, heaven knows. Yet, in part at least these and other developments were, I believe, largely stimulated by discussion. It not only woke us out of our indifference but it actually suggested new standards and techniques.

In view then of these apparent truths—that debate, whether we want it or not is, like sex, here to stay, and that discussion has actually exercised a salutary effect upon school debating, I trust that none of us will any longer be hostile to either discipline. Let us remove the last traces of enmity and work without prejudice for the improvement of both. Debate has established without question its ability and also its right to survive. It can, however, be greatly improved. This should be our aim. For the importance and value of that aim is one of the major lessons discussion has taught us about debate.

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## INVESTIGATION OR PERSUASION

Continued from Page 53

velop both sides of a proposition.

7. Persuasive speaking is a desirable part of the forensic program. Debate, through its strong appeal to students, serves some forensic directors as a handy vehicle for teaching persuasive speaking. This writer believes that in gaining these ends the students lose other and more characteristic values. Oratory and other individual speech events are the logical means of practicing persuasion.

8. And so, forensic programs based upon both the investigative and persuasive theories may serve useful ends. The programs, however, must differ in purpose and in practice.

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The University of Oregon speech department has moved into its newly remodeled building—Villard Hall. The new theater addition to this hall is to be ready next autumn in time for the fall session. The department has just issued a dramatic directory of theater workers in West-coast colleges and universities.



# Debate Coaches View the Post-War Situation

## Is There a Renaissance in Debate in America?

By E. L. Pross and John Shirley

During the spring and summer of 1948 the Speech Department of Texas Christian University conducted a survey by the questionnaire method regarding current practices in college forensic activities. This survey was made possible by a Carnegie grant and the results were published in *Speech Activities*, Spring, 1949. This article summarized the statistical findings of the survey, but did not attempt to reproduce the very interesting personal comments made by the approximately three-hundred directors of debate who completed the questionnaire.

One sequence of questions asked coaches to indicate which of five scaled statements reflected the present status of debate activities. Thirty-nine per cent believed that there was a "renaissance" of interest in and support of debate, 38 percent believed that it would continue to hold a secure niche in the curriculum, 12 percent felt that debate was just holding its own, 7 percent believed that it was losing interest and support, and 4 percent felt that debate was already virtually a dead issue.

Following these questions, coaches were asked to write in some detail their views as to the future of intercollegiate debate, and many of them did express their beliefs at considerable length. These answers may, for purpose of convenience, be classified in three categories, though it must be admitted that these are not completely mutually exclusive. First, there were those who were undecided and uncertain as to the future of debate; then, there were those who were extremely gloomy and pessimistic regarding its future; and finally, there were those who were strongly convinced that there is a bright future for this activity.

The directors expressing doubt and uncertainty regarding the future of debate usually praised the educational and training potentialities of this activity. They stressed the need for well qualified men and women to direct this work and suggested that this type of instructor

was extremely difficult to find. One coach in a school of about three-thousand enrollment admitted his uncertainty and added, "I personally believe that a great deal of work must be done to insure the future of intercollegiate debate. More stress must be placed on its practical benefits . . . I believe that debate must also be made available to the greatest possible number of students. May I also say that the quality of tournament management must be raised so as to stimulate student interest in debate. I feel that we are becoming overly academic in selecting tournament winners on the basis of superior ranks. Students are generally not satisfied with such rating. Finally, I feel that the school administrators must become aware of the quantity and quality of debating done by college debaters. In other words, we must make debate stand out so as to insure its future."

The situation seems to be that many directors realize certain improvements have to be made, such as debating before audiences, and stimulating student interest. Many of the directors have made strenuous efforts to improve the present quality of debating. Results of some of these attempts have been discouraging. Such an experience is explained by one director when he says, "On the basis of my experience, I'd say that debate will continue to attract a small number of students interested in gaining speaking experience. Here, our law students in particular have a professional reason for participating. The trouble with the whole affair is 'dullness.' We try to liven up matters with audience participation schemes, the Oregon system, and so on; but we aren't always successful. The spectacle of immature orators holding forth on world-shaking subjects is not always a happy one, even for student audiences. That feature of debate will always be with us, of course; but, in a day so much lively, if less cerebral, entertainment is so easily available, people will not break down doors to hear debates."

Perhaps, one of the most interesting comments was from a coach who feels that intercollegiate debate is just holding its own. He justifies his position in the following statement: "It is my belief that the national question for debate should be one of general interest and a question that is of prime importance in world affairs . . . Debaters should not be treated as intellectual 'queers'—good students and speakers but people who can't make the ball team . . . I am certain that intercollegiate debate will have more interest if debate coaches devote their time to forensic instruction in place of speech writing . . . Relations among colleges can be greatly improved if there is more interest shown by colleges in judging debates and if colleges are willing to lose debates to visiting schools."

There is a definite reason why many directors fail to go along with those who believe the future of debate is bright or conversely that debate is virtually a dead issue. That reason seems to be that these coaches are convinced that a reorganization of the entire program is necessary, but feel that little is being done toward this end. Opinion among these directors seems to be that the future of debate will depend upon whether or not certain conditions are met. These conditions may be summarized as follows:

1. Audiences should be secured for as many debates as possible. Wide publicity should be given all debates.
2. Major emphasis should be on sincere discussion of the issues rather than on winning debates.
3. Adaptations of older debate techniques in the direction of less formality and more direct discussion (as in Oregon Style) would help to give variation and vitality to the program.
4. Opportunity for audience participation and discussion is highly desirable.
5. Tournaments are valuable for developing experience and technique, but should be subordinated to the more valuable activity of debating before real audiences.

Those directors who felt that debate is virtually a dead issue were usually very positive in their conclusion. Typical, perhaps, is this statement: "Formal debating and



tournament debating are unnatural forms of speaking. They perpetuate every undesirable feature of training: emphasis upon winning, artificiality, too much participation by debate coaches who didn't get enough debating while undergraduates. To win tournament debates, coaches select a good group of high school winners from Wisconsin or Kansas and let them continue. These things have ruined intercollegiate debate."

Another well-known director of forensics feels that there is a distinct possibility that the present system of debate may not survive. His position on this matter was made very clear when he wrote: "As far as I'm concerned, debate may not survive. Incompetent judging is a chief complaint. At least four tournament debates this year were judged by people who had never heard a debate before—several said they had never heard a debate in their lives—but they would 'try to be fair.' This—even at a Pi Kappa Delta Tournament! Many come with canned speeches—and I'm trying to train people to think on their feet. They can't compete under those circumstances. It also seems that many forensic directors don't know some of the fundamental rules of debating—or don't pass it on. We have had debaters from state universities tell us they didn't know there were such things as debate rules! I can't imagine basketball teams coming to a tournament—not knowing what they could or could not do. I also can't imagine either team—or any team—tolerating a referee who didn't know them either. I would like to see debating become mentally profitable. I think we have enough crooked speakers on the platforms of our country now without training any more."

Another director maintained that present-day debate is antiquated and offers little in the way of real values. He declared: "Personally, I feel that formal debate is a dead issue. The newer informal types of group discussions are far more suitable to this country than this 'hanger-on' from the middle ages. Debating to survive, must be popularized and streamlined, become the informal type as Round Table Discussion, Town Hall Meetings, and People's Platform."

An Eastern coach who, incidentally, has produced numerous winning

teams, feels that speech people have completely forgotten the aims and objectives of the debate program. In his opinion, debate will certainly "die out" if a decent and uniform goal is not established for the entire country. His comment is: "If the stress on tourney competition continues to develop, and audience persuasion becomes lost, I regard debate as likely to become of little real educational value. I believe that we should train students to (1) analyze a problem, (2) take a stand on some proposed solution on the basis of the arguments and evidence, and (3) influence others to favor their position. I deplore tourney debating in which a debater argues on either side at the turn of a coin. We like to win debates, but that is not the main goal. I have become convinced that the effort toward initiating debate can be much more valuable if placed on other forensic activities—namely,—panel, symposium, extempore, and group deliberation."

Many coaches believe that debate is dead because it is trying to justify its existence on a tournament basis only. Others suggest that the present system doesn't meet present needs. Still others maintain that it has become standardized and monotonous. A Mid-Western coach has all of these things in mind when he wrote: "Formal debate seems to be losing out in general. This condition exists because emphasis is placed on (a) winning tournaments only, (b) developing one or two strong teams instead of giving everyone who needs it the benefits of training, and (c) the tournament procedure becomes standardized and monotonous. Debaters often do not realize that there is any other way to conduct a debate except with a two-speaker team, in the conventional form, in a room largely empty, and the main idea is to get the decision, fairly if possible, but by all means we must 'take home the bacon.' It will be hard for debate to justify its existence on a tournament basis only. More audiences are needed, larger squads are needed, and a sound educational basis for the debate program is needed. More variety of form is needed; for instance, why not use the Oregon Plan, direct clash, and legislative assemblies for variety? Smaller tournaments are needed. Too much

emphasis is placed on one question. It is necessary that we know the faults of debate in order to improve the program. This will take work on the part of those who are really interested in debate, as an important phase of speech development. We cannot expect reforms or improvements to come from its enemies or those who are exploiting debate or debaters for their own purposes. Such improvements have been made elsewhere. Perhaps they will come in time to our section of the country."

Even those who were convinced that there is a "bright day dawning" for debate sometimes had reservations. One director enthusiastically wrote: "Almost everywhere there was lessening of debate activity during the war. Most of our staff left to go into one of the services. Women's debate activities were continuous, but men's debating was almost non-existent. Since 1945 we have been rebuilding, and this year reached a new high in interest and activity. Our faculty forensic staff is the largest it has ever been, our budget is the largest it has been, student participation is greater, and the quality of debating is as good if not better than pre-war. I believe intercollegiate debate will continue, but the programs must include a variety of events. It is a mistake to drop campus debate and devote all our time and money to tournaments. It is a mistake to drop debate for discussion. We debate and discuss. An intercollegiate program in itself is not enough—it must be supplemented with an extensive intramural program. There's nothing wrong with debate that a competent, interested director couldn't correct."

Another coach feels that the future of debate is secure because of the values it offers. He points out: "Debate is on its way to a new 'high' because it is a fundamental activity for thinking people. The speech teachers and educators in general are to blame for the criticism against debate. I deplore the existent limitations of the activity to tournaments. We must restore the campus debate. No one would be interested in our athletic teams if the only games played were in 'bowls.' There is a place for tournaments, but the tail is wagging the dog; rather it is trying to. Our



people must be taught to think collectively or democracy is a dead dodo. Intercollegiate debate is still the best college activity for training people to think."

The director of debate at one of the largest Eastern universities is convinced that debate will always have its place in the curriculum because of the definite increase in student interest. He says: "I believe that steady interest in this important activity will never perish. While I can't say the current acute interest in debate represents a 'renaissance' (because it has always been strong in my judgment), I think I see a growing desire among students to take active parts in debating world affairs and national issues on the platform and over the radio. Students here are keenly aware of these issues and really want to think their way through them, outside as well as inside the classroom. More students 'came out' for debating this last year than ever before. Even some of our prominent athletes (chiefly, a few of the brighter football and basketball players) have become active in debating. If the future of debate is secure here it must be so at other colleges as well."

Still another coach is of the opinion that debate will have a very bright future if the directors themselves don't usurp the program. His opinion is reflected in the following

statement: "The future of intercollegiate debate depends a great deal on the attitude of the leaders in the field of speech. If speech leaders continue to emphasize the so-called 'evils,' I believe the 'evils' will increase and debate will die. If, however, the speech leaders recognize the fact that those evils are not inherent and see that their own point of view is the cause of most of the trouble, debate will grow and become even more important. Debate may, of course, change a little in form, but the competitive element should remain if we are to fulfill our obligation to train leaders in law, politics, and public offices. It cannot escape the notice of an impartial observer that those institutions which have dropped intercollegiate speech activities have largely failed to keep a healthy speech program going and have been forced to feature drama, radio, etc., to maintain any prestige in the field. I hold no brief for the high-pressure school that must win or be considered a failure. We compete to test ourselves and to broaden our point of view. Our goal is improvement. It is not necessary to win to reach that goal."

Perhaps one prominent West Coast director was able to focus all of the opinions expressing confidence in the future of debate when he declared: "Debating is not an activity likely to attract large

numbers but it can hold a secure place wherever it has: (1) administrative support, (2) student body financial support, and (3) a teacher who is crazy enough to enjoy the long hours of coaching, and traveling . . . Tournament debating has many shortcomings but it offers participation on an extensive scale to large numbers—therefore I like it. Decision debating is accused of many sins but it has had a long life and still thrives. Reason: No other comparable type of motivation has been found."

#### SUMMARY AND EVALUATION

From this survey it is evident that intercollegiate debate is not a dead issue. The fact that seventy-eight percent of the coaches believed that debate was either in a period of "renaissance" of interest or holds a secure position in the curriculum was a clear majority vote of continued confidence. Nevertheless, nineteen percent of coaches believed that debate was just holding its own or was in a state of decline, and four percent felt it was virtually a dead issue. The size of this "dissenting" vote suggests the need for careful attention to the criticisms advanced by those in the minority group. Opposition to tournaments, preference for audience or non-decision debates, advocacy of de-emphasis of the competitive elements of forensics and increased emphasis

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## The Debater's Preparation His Information and Thought

**President Virgil M. Hancher\***  
**The State University of Iowa**

**A**FTER that introduction I'm reminded of another that I heard one time, in which a lady was being introduced at some length and at the conclusion rose to her feet and said, "After that introduction I can hardly wait to hear what I am going to say."

I am very happy to join with other members of the staff today, who have spoken of their pleasure in your presence. I am certain that we all profit by this annual meeting in Iowa City, and by the con-

tacts which we have with you who are developing in the field of speech.

I always come before a group of this kind with some hesitancy, because I know that you are studying speech, all of its merits, its tricks, its peculiar mannerisms. You will know exactly how many times I rock from my heels to my toes, or whether I scratch my ear or put my hands in my pockets. So I feel under something of a handicap in attempting to address those who themselves are keen students of speech, and who perhaps at this time are more familiar with its techniques than I.

And yet I would seek to remind you that speech after all is a skill, it is a vehicle. It is not a thing in

itself. It is a means by which you communicate to other people if you have something to communicate. If you have an idea, it is well to know how to express it in a manner and a form that will touch the ear and stimulate the brain of the auditor. But if you have nothing to say your very skill may be a handicap.

I think perhaps I might illustrate my reaction to certain speeches by a story which I heard recently, about a magician who was employed to entertain passengers on a transatlantic liner. The first night of his performance he was getting along with his tricks excellently, until at one point he was startled to hear a raucous voice go "SSSSST Fake!" He turned around and he saw there was a parrot in the room. Two or three times in the course of the performance that evening the parrot went through this same comment, "SSSSST Fake!" This happened for about three nights in a row.

\*Address of President Hancher of Iowa Univ. at the annual (1948) Intercollegiate Tournament and Conference on International Affairs.



As you can imagine there was a growing tension between the magician and the parrot as this went on. Relations were exceedingly strained. On the fourth day the ship got into difficulties and had to be abandoned, and all the passengers and the crew were safely off. The magician was in a life boat going over the bounding deep, when to his great horror he discovered that in the same boat with him was the parrot. They glared at each other without speaking the first day. They glared at each other without speaking the second day. On the third day the parrot could stand it no longer. With ruffled feathers on his neck, a beady eye and a raucous voice he said, "A right, all right, you win, you win—what did you do with the ship?"

Sometimes I listen to a speaker, and when he has finished his remarks I wonder what he did with the ship. He may have had a message. But if he had one, it sank out of sight as quietly and peacefully, we will suppose, as this ship sank beneath the waves. In other words, he talked, but he said nothing.

I should like to emphasize to this group particularly the necessity of study, the necessity of thought, the necessity of meditation and reflection, in order that the skill and ability which you have may be used effectively for the conveyance of ideas.

Herbert Henry Asquith was Prime Minister of England from the years 1908 to 1916. He was a very clear and a very lucid speaker, perhaps one of the greatest parliamentary speakers the House of Commons in England has ever known. One time a friend of Asquith was talking with Balfour, another member of the House of Commons, and commented on the lucidity of Asquith's speech. Balfour said, "Yes, that is correct. Asquith is a very lucid speaker. But, you know, his lucidity is a positive handicap when he has nothing to say."

I hope that this will be a caution and a warning to all of us, that when we undertake to exercise a skill which we have developed, which has given us a fine combination of physical qualities, we will also feel a responsibility to know what we are talking about, and to convey a distinct and distinctive

message to those whose time we occupy with our words and with our addresses. There is no time more important for that than the present, because the United States stands in a singularly unusual position at this hour.

Twice in twenty-five years, opportunities for world leadership have not only come to the United States, but have practically been foisted upon her. The first time, for good or ill, we declined the honor. Perhaps we felt that we were incompetent to accept the burden of world leadership. No post mortem now can reveal all of the reasons which impelled us to that decision. But in the period between the two wars, when we should have been fitting ourselves for the great responsibilities which ultimately we knew we must bear, we were content to go our solitary way, to depend on others to take the leadership in international affairs and to pursue a negative policy in our external relationships. That policy ended in complete moral and physical bankruptcy at Pearl Harbor.

Then came the second World War and, with its termination, the responsibility to resume a leading place, a directive place, in the affairs of the world. This time we stand solitary and alone. This time we do not have a powerful France and a powerful England to be our aids and our partners. If war should break out in Europe, we do not have any allies to whom we could turn, that have the financial strength or the physical resources to bear the burden of the initial one, two or three years of war which would be required to put us on a war footing.

Our problems today are more difficult and complex than they have ever been before, and they are made difficult by the fact that we have not in our past prepared ourselves for the burden we today assume. We must think ahead, we must develop long range plans. We must know that international peace if it is to be achieved, will not come by the voluntary growth, the natural progress, of order. We will not see nations abroad naturally coalescing into a peaceful society. If we or five nations are willing to take the lead in developing plans for peace, developing what might be called the constructive mind, the constructive attitude toward the solution of

problems, people able to devise ways and means by which the Russian menace can be curbed, or, what is preferable, provide ways and means by which two very unlike countries can live together in the world in peace.

No one can say what turn or what direction this country will take in the next five years or the next twenty-five. All we can say is that they will be fateful years. All we can say is that they will call for every ounce of skill and ability, every last bit of mental power, physical stamina and moral courage which we can summon to make America strong, to make her peaceful and to make her the leader among the nations that desire peace.

If we fail in that, we shall have failed in a tremendous task, because with the development and improvement in the weapons of war, there have come simultaneously the culmination of a hundred years of scientific and engineering development, the means by which the nations of the world can achieve a standard of living which will make it possible for them to subsist above the level of starvation. This is a complete change from anything that mankind has ever envisioned before. For starvation has been an ever present possibility for all peoples all over the world in every past century. But with the knowledge we have, the techniques we have developed, it is possible in the visible future to raise the level of mankind to the point where physical problems may be relegated to second place, and where the ideas and energies of men can be devoted to the building of a great and peaceful civilization.

Times of crisis are also times of challenge. This is a time of crisis. To you and to us it is a time of challenge. To you have been given many gifts. And to those I hope can be added the gift of seeing clearly, of thinking straight and of helping to convince your fellow man that there are ways to solve the problems which lie ahead. If you devote yourselves and your energies to that task, we shall come close to achieving, and perhaps will achieve, the kind of world that all of us wish to see—an ordered, peaceful, prosperous and idealistic world.



# How Can We Secure More Uniformity in Debate Judging in the Future?

By Charles R. Layton  
Dean of Muskingum College, Ohio

IN the eighth inning of the opening baseball game of the World Series, October 6, 1948, Lou Boudreau, player-manager of the Cleveland Indians, argued that he had tagged the Boston Braves catcher, Phil Masi, for an out when Masi slid back into second base; but Umpire Bill Stewart called the Boston runner safe. A few minutes later Masi scored with the result that the Braves beat the Indians, 1-0.

When the pictures of the play were examined many competent baseball people supported Boudreau's claim that Masi was out. The President of the Cleveland Club after seeing the picture sequence of the disputed play said, "They are interesting pictures, but the game is over." The President of the American League when shown the pictures only smiled and said, "Officially he's safe." Cleveland made no appeal from the decision of the umpire. Maybe there is a lesson in this professional baseball incident for amateur interscholastic debaters and their directors. If men can't agree upon a physical thing which they see simultaneously with their eyes, how can we expect uniformity in judgments about ideas?

Last year the Supreme Court of the United States reversed a lower court in handing down a split decision, 5-4, to the effect that under the Constitution parochial school children could be hauled to their church-supported schools in public school buses provided by public funds. Five of the learned judges ruled that the New Jersey statute permitting their transportation was constitutional. Four other equally eminent members of the Court dissented and offered a contrary opinion. A number of years ago two eminent physicians in consultation stood at my father's bed-side to diagnose his very serious illness. One of these medical scientists after long observation and careful examination of my father's condition stated that he was in the last stages of an incurable disease of the liver

and could not live more than forty-eight hours at the most. The other physician said that in his judgment my father's ailment was not organic and that if enough liquid and nourishment could be gotten into his system he might live twenty years. That was nineteen years ago and my father is still enjoying life at eighty-four years of age. On November 2, 1948, in judging who should be elected to the Presidency of the nation, millions will vote for Mr. Truman, other millions will support Mr. Dewey. Thousands or millions of voters will render their judgments in favor of Mr. Wallace, or for the Dixiecrat candidates, or for Norman Thomas, the Socialist standard bearer, or for other minor presidential aspirants. The fact is that in sports, the courts, science, politics, the arts, education, religion and in every other activity of life, those who judge, like debate judges, disagree in their decisions. Since there is no uniformity in judgment in any other field of human endeavor, how can we expect it in high school and college forensic contests?

But the topic assigned to me is not, "How to Secure Uniformity . . ." but "How to Secure More Uniformity in Debate Judging in 1948-49." There is no doubt that more uniformity and better judging are to be desired and sought after. If we are to help matters we shall have to seek out the causes of these large and baffling differences in judgment. There are many, but one is fundamental. Debate judges differ widely in their decisions, because they do not have a common standard upon which to base their judgments. This is aggravated by the fact that debate directors and the debaters themselves possess no uniform standard for debating. The lack of a common measuring stick is one of the causes for all differences of opinion in the various phases of life and thought.

I want to propose a common standard for bringing together varying judgments wherever they may occur, but with particular reference to debate judging and debating it-

self. I do not promise that my proposal will secure a uniform standard of debating or of judging. I do not even aver that complete agreement upon standards or the application of standards is desirable, because I well know that change for the better comes about only when some one disagrees with the prevailing theory and practice. The common standard which I offer for your consideration, I believe, will lead toward more uniformity in debate judging than we now have and will give more and better point to all of our debating. Here it is. Interscholastic debating should be judged by how well it aids the debaters and their audiences to assist in solving the problem being discussed and other associated problems. The individual debater or the debating team that makes the larger contribution toward solving the problem at hand should receive the decision. Another way of putting my point is to say that the debating team that gets itself and its audience nearer the truth on the subject should have the judge's decision.

Obviously it is not my thought that the judge should vote for the side of the question that he personally thinks is nearer the truth or will more nearly solve the problem. The judge should base his decision upon the merits of the debating. He should listen to the debate with open mind, remembering that he is a judge and not one of the debaters. He should evaluate what the affirmative offers in comparison with what the negative says, and vice versa. His decision should not be based upon a mental debate that he is waging for or against the debaters while the discussion is in progress. He should judge the actual debate and not a potential one that is going on in his own mind. In the evaluation process it is true that he must assess value to what is said, and in order to do this he must weigh the arguments and the evidence; but, again I repeat, this must be done in relation to the actual argument of the opposing debaters.



He should give heed as to how the debaters weigh one another's cases.

If we assume that the proposition is intelligently and intelligibly worded, there is truth and reason on both sides. The common standard for judging that I am presenting may be expressed in this question—Which team is the stronger in finding and communicating the truth that is inherent in its side of the question? or Which debaters more effectively bring forth from their position that which their side of the question has to offer for the solution of the problem concerned. This may be quite a different thing from giving the decision to the team that presents the more vividly interesting and aggressive case, or that uses "debate tactics" more cleverly, or that demonstrates more "personality" than its opponents, or that shows better "debate form," or that pleases the audience more, or that excels in this or that more or less external thing.

If you disagree with me that truth-getting or problem-solving is the primary legitimate purpose of interscholastic debating, and there are many who do disagree, my suggestion then is that debaters, debate directors and debate judges endeavor to get together on some other standard or standards which all will respect. We shall move toward uniformity of judging practice when a large group of debaters and directors is aiming at a similar major goal or at commonly recognized objectives in the prevailing debating practice. Whenever it becomes a fact that most debaters are striving purposely toward the same end, that fact itself will have a large influence in determining what the judge will regard as the goal or goals of debating. The judge will build his standard upon his conception of the purpose and objectives of debating. As long as the present situation obtains in which some debaters, debate directors and judges think that one goal or group of aims is the objective of good debating, while others look to a very different purpose and end-product, and while still others are conscious of no standards other than those associated with general impression and momentary appeal, we shall not have more uniformity in debate judging.

But I am far from thinking that there is no hope for the immediate future. With all our disparities we

have enough grasp of the science and art of debating upon which to build a more satisfactory group standard for debate preparation, performance and judgment. If we will clarify and bring together our stock of ideas about what is good debating and good judging, if we will discuss our various points of view, and consolidate our thoughts upon the subject as best we can, we shall improve conditions to a considerable extent, despite our remaining differences in taste and standards.

Now why do I think that the standard of truth and problem-solving will secure more uniform judging beyond the fact that any agreed upon standard whatever it may be would result in somewhat greater unity of judgment? My reason is just this—it is easier to recognize the merit of an honest effort to get at the truth of a thing or to solve a problem than that of almost any other human activity. We abhor hypocrisy and prize sincerity. We often don't agree as to what is truth in a given situation, but we usually can spot the man who is striving toward truth or who wishes to assist in clearing up a difficulty. So when the debaters and their directors fasten their mind and speech upon trying to find and communicate the truth in an effort to solve a problem, and when the judge tests a debate team by whether and how well it accomplishes this in comparison with an opposing team, a step will have been taken toward better and more consistent debating and judging.

Then too, if the debater upon the suggestion of his director makes the debate point more important than the debate trick, the judge will be more able to evaluate the merit and usefulness of the point. Minds are more likely to come together in seeing the comparative values of points aimed at truth by both teams than in deciding whose trick, clever turn or bit of tactics is superior. The problem solving point may require considerable use of mentality by the judge, but it is single minded in the pursuit, an individually and socially useful purpose. The trick, the tactic, getting after an opponent, making the fur fly, may be thoroughly interesting but their comparative merits, team against team, are more difficult and involve not more profundity than truth-points but more sophistication, artifice and finesse. Upon these qualities there are

marked differences in taste. Judge A may like one of these bits of cleverness, but Judge B may be appealed to by something quite different. These novelties may defy logical analysis and the more interesting and clever they are the more difficult they are to evaluate as the judge tries to contrast the bright gems of cleverness of one team with the brilliant changing lights of versatility of the other.

It is not my thought that these more external, subtle and interesting factors should be blacked out of high school and college debates or that the judge should disregard them in making up his decision. They will sharpen the wits, freshen the spirit, light up the scene and enliven the game. They may become attractive hand-maidens to the truth-seeking and truth-telling function of debating. They may relieve problem-solving of drabness and undue asceticism. They very properly may afford humor and aesthetic tone to thoughtfulness. Being interesting need be no offense against truth. If these lively and enjoyable qualities illuminate avenues leading to the highway of better thinking and living, and if they play subordinate roles in the drama of seeking the good life for the individual and society, the greatest good for the greatest number, the debate judge should include them in his score book. They will bear watching, however, lest they play pranks on the goddess of truth.

In order to secure greater uniformity in debate standards and in debate judging, it is not enough to pledge allegiance to truth or to any other abstraction which we may wish to make the primary basis of debating and debate judging. Whatever the standard is, it requires implementation. I would break down problem-solving through debating into specifics such as the following:  
Search—Gathering Evidence:  
Analysis and Organization:  
Constructive Development of Argument—Thought Power:  
Refutation and Rebuttal Ability:  
Communication through Delivery to Audience—Thought and Personality Invention, Composition, Voice, Action, Understanding of People, Audience Sense:

A brief manual on Standards for Debating and Debate Judging may well be built upon these or similar headings giving large emphasis to what is regarded as the primary



purpose of interscholastic debating. This manual should stress under each heading the importance of democratic evolution of thought and cooperative thinking through team work of the debaters and through communication with audience.

More uniformity in debating and judging standards does not call for dead uniformity in ways and means of organizing, and presenting thought for the solving of problems. Conclusion:

We cannot expect and perhaps do not desire perfect uniformity in debating or judging, but we do need a common standard for judging. Such a standard can be evolved by folks like ourselves. Will we do it?

## COMMENT ON DEAN LAYTON'S ADDRESS

George McCoy Musgrave

More uniform debate judging, the goal sought by Dean Layton, is certainly desired by debaters and coaches everywhere. The best means of reaching this goal has long been in conflict, and will doubtless continue to be for some time.

Two key phrases stood out in Dean Layton's address: "Solving the problem" and "getting closer to the truth". What Dean Layton has done is to state the old concept "of weight of evidence" or "Preponderance of argument". I quote:

The individual debater or debating team that makes the larger contribution toward solving the problem at hand should receive the decision. Another way of putting my point is to say that the debating team that gets itself and its audience nearer the truth on the subject should have the judge's decision.

These phrases, as criteria for debate judges, were considerably more popular at the time of World War I than they are today (see *Debater's Magazine*, 2:218-54, December 1946, for a review of the Wells-O'Neill controversy and extensive quotation).

If "making a larger contribution toward solving the problem" be accepted as the proper criterion, then the negative is obligated in self defense to present a counterplan, since it certainly will not solve any problems if it elects to defend the *status quo*. I wonder whether Dean Layton realized this implication in his proposal.

If "getting closer to the truth" be accepted as the proper criterion, the judge has to know what the truth is before he can say which team got closer to it! Debating judging on any such basis would, in my opinion, be rather absurd. Dean Layton is no doubt aware that this position was thoroughly discredited many years ago (before I was born, in fact), and it would probably be unfair to charge him with holding the views which these words, interpreted literally, imply. It will be noted, for instance, that he mentioned, more than once, that the judge must base his decision solely upon the material presented in the debate, regardless of his own personal opinion or other evidence he may possess. This is certainly far removed from a liberal interpretation of his words, "getting closer to the truth".

Since a considerable number, perhaps the majority, of coaches today believe that the proper criterion for judging a debate is, "Which of the two teams did what the proposition requires?" I asked Dean Layton why he did not use that, rather than "getting closer to the truth", as his criterion. He replied that in his opinion, there is no difference between the two. His interpretation of "getting closer to the truth" must mean something closer to "presenting truthful facts and arguments". However, I hesitate to speculate too deeply into the meaning intended by another person, in such circumstances.

Dean Layton happened to be speaking to the delegates of the Ohio High School Speech League, which employs a ballot requiring the double-summary type of judging described in the *Debater's Magazine*, 4:95-7, Summer 1948, and in my book (*Competitive Debate*, H. W. Wilson Company, 1946). Professor Guthrie of Western Reserve University employed this latter technique in a highly competent man-

ner just before Dean Layton spoke. Unfortunately, Dean Layton was prevented from reaching the meeting in time to hear Professor Guthrie's analysis, or a comparison of the two techniques might have been made on the spot.

What is the answer to the problem of debate judging? Surely instructions on the ballot alone will not solve the problem, although clear and simple statements of principle are a step in the right direction. Anyone hearing the magnificent job done by Professor Guthrie, and wishing that all judges were that good, would know that instructions on the ballot are not enough.

The most evident step is the selection of competent personnel, i.e., men trained and experienced in debate. Debate coaches, advanced debaters, and lawyers are all potential material as judges.

The next step is to put into the hands of these men, on a large-scale basis, a uniform and official manual of debate judging. This is the sort of thing Dean Layton was talking about.

Such a manual presupposes two things, (1) an official, codified set of rules of debate, since the playing field must be marked off before the judge can be expected to know whether a player stepped out of bounds, and (2) an agency or group to do the adopting. As readers of this magazine know, I have done some work on the first of these steps, and further work along the same lines is in progress with the cooperation of a number of well qualified men in the field who are constantly making suggestions. This, or some other codified set of rules, should be officially adopted on a national basis for both high school and college debating. Then, uniform standards of judging can be similarly adopted. Since none of the national organizations has yet shown an intention to do anything about the situation in the near future, perhaps the state organizations can lead the way, followed by the national groups after the pioneering phase is a thing of the past rather than the future. Since the problem is complex, it will require the cooperative effort of the ablest minds available. But Dean Layton is right—the job needs to be done.

SPEECH ACTIVITIES



# RADIO SECTION

EDITED BY HALE AARNES

Stephens College, Missouri

## RADIO TRAINING

By Myron M. Curry

David W. Borst

Make the situation real! The idea of providing real situations for effective training is applied today in a great many fields, ranging from social science to speech. The student social worker does applied work in the field, the student journalist writes articles for the local newspaper, student engineers go into the field for surveying, and speech departments organize model Congresses and United Nations Assemblies to give students a chance for insight into actual, true-to-life situations.

One important field where the true-to-life training situation has not yet developed to a great extent is that of radio broadcasting. Radio courses as taught the country over often utilize a minimum of equipment which provides a signal which never leaves the confines of the classroom. True, many educational institutions operate standard AM or FM broadcasting stations, but the primary aim of these stations is to reach some portion of the general public. Use of these stations for radio training, because of the programming requirements of standard stations, must be limited in most cases to a small number of students, and these students must possess a considerable amount of aptitude, or "talent," for broadcasting and those other activities connected with the production of radio programs. Moreover, with few exceptions, the radio stations owned by educational institutions are non-commercial which means that there is no opportunity for experience in the commercial aspects of radio broadcasting as practised in the United States today.

One of the less publicized tools of communication, which can also serve as a training-aid in the field of radio broadcasting, is wired-radio more technically known as "carrier current" communication. Carrier

current communication is accomplished by sending a low power radio signal over a network of wires in order to reach the desired listening points. Two main uses have been exploited; for point-to-point communications where the receiver is tied directly to the wires carrying the radio waves, and for limited area broadcasting where the small amount of energy which radiates from the wires is used to provide reception on ordinary broadcast radios in the areas reached by the wires.

The concept of using wired-radio to provide limited area broadcasting for a college campus was first successfully employed at Brown University in 1938 and since that time the use of wired-radio for this purpose has spread by leaps and bounds until today more than 100 stations of this type are being used to cover college campuses of all sizes in every part of the country. In 1940 the Intercollegiate Broadcasting System was founded, a national organization to which the majority of these stations belong.

Limited area broadcasting using carrier current is at present governed by the so-called "Low Power Rules" of the Federal Communications Commission, which permit such broadcasting as long as radiation is controlled within very close limits. In addition, the call letters of campus wired-radio stations can be registered with the FCC to prevent their duplication in other branches of the radio service; this registration is handled through the Intercollegiate Broadcasting System.

With the growth of these campus radio stations a number of "fly-by-night" commercial operators have sprung up; operators who had little knowledge of the technical and legal requirements of wired-radio broadcasting. Their operations have been characterized by attempts to cover wide areas without erecting suitable transmission lines, and naturally have resulted in violations of the low-power regulations. Because of this, the FCC is now active-



Hale Aarnes

ly considering new regulations, and has asked the IBS for its suggestions for wired-radio limited area broadcasting standards. Thus it can be seen that a wired-radio broadcasting installation requires the care and skill of properly qualified technicians, especially during the planning and construction stages.

The question of installation raises, of course, the question of equipment costs, which until recently has been difficult to answer because costs vary widely from one campus to another. From a survey recently conducted by Graceland Junior College at Lamoni, Iowa, an average cost of \$1,716 for installation and \$249 per year for maintenance has been arrived at. These figures are for nine colleges representing a cross section of enrollment-size ranging from 270 to 11,000 students. For the two colleges representing the extremes from the average size, the costs were these:

1. For a college of 11,000 students, the installation cost was \$20,000 (\$2.00 per student); the maintenance cost was \$2,000 a year (30c per student per year.)
2. For a college of 270 students, the installation cost was \$2,000 (\$7.00 per student); the maintenance cost was \$150 a year (55c per student per year.)

These figures were supplied by colleges which are operating wired-radio stations.

With the growth over the past eleven years of college wired-radio campus stations has also grown the need for the national organization known as the Intercollegiate Broadcasting System. The need began the



moment more than one campus began radio experimenting. Today, with campus stations all over the country, the need for some central organization to provide information, coordinate activity and communication, and represent all campus stations before the Federal Communications Commission so as to obviate the confusion of dealing with widely scattered, individual units, leads inevitably to the conclusion that a national organization is a necessity.

What can such an organization do? Here is what the IBS does:

- Publishes a **Bulletin** and more frequent **Newsletters** to disseminate information.

- Conducts regional and national meetings to afford student broadcasters an opportunity to meet and discuss mutual problems.

- Represents campus stations to the FCC, handles registration of call letters.

- Arranges for blanket music rights for member stations with ASCAP, BMI, and others.

- Publishes references on all phases of campus broadcasting.

These now include:

- The IBS Technical Data Book

- The Station Executive's Handbook

- The Program Production Handbook

- The Network Operations Manual

- Organizes national and regional script libraries and exchanges.

- Organizes exchange of transcribed programs, both recorded at campus stations and by organizations outside of campus radio.

- Organizes regional networks of campus stations.

- Represents campus stations to prospective national advertisers and their agencies, and assists solicitation of such advertising through:

- Establishment of uniform time rates

- Conducting audience surveys

- Publication and dissemination of promotional material

- Preparation of programs suitable for sponsorship

- Providing a single point of payment by the sponsor for commercials carried over all stations in the System.

- Maintains a uniform set of operating codes which assure high standards of operation on the part of all full members desiring nationally sponsored programs.

Two classes of membership in the Intercollegiate Broadcasting System are open to campus wired-radio stations. The beginning class is Trial status, open to all stations under construction until they become eligible for full Membership; and full Membership, open to all stations which operate in accordance with the Codes of the IBS. The full Member stations control the IBS through their nine elected regional representatives who meet twice a year; also, full Members are represented to prospective national advertisers by the IBS provided they meet certain other requirements. Trial Status dues are \$25, payable upon entry into the System and on each anniversary thereafter until full Membership status is achieved. Full Member dues are \$40, payable each year in two installments, on December 1 and March 1.

Up to this point, the reader has seen only a general picture, with a few hints as to the training possibilities of campus-confined wired-radio, and its values as a campus activity similar to a campus newspaper or other publication. These possibilities and values lie in the fact that the campus broadcaster can organize his administrative and operational staff to suit himself, and his particular training and activity needs. He can accept commercial advertising, and use the income to support his station, or he can operate from funds obtained solely from the student activities budget. He can do nothing but play records, or he can build and operate all the equipment that a standard radio station possesses to provide dramatic productions, newscasts, remote broadcasts for the campus audience. In short, he can establish a reasonable facsimile of the standard broadcast station for a fraction of the cost and responsibility, and program his station for a real and critical audience. The wired-radio station is the stepping stone from lack of knowledge to first hand acquaintance with the medium of radio; it is an opportunity for the student to secure practical experience from which stems appreciation for a means of "publication" which is today in a phase of dynamic change.

But the activity of wired-radio broadcasting is not confined to the individual campus. There is today

three to four operating networks of campus stations in the Philadelphia area which exchange programs in the same fashion as do the standard national radio networks. A similar network was in operation a year ago among seven stations in upper New York State, and plans are now being formulated for networks embracing four stations in the Connecticut River Valley, and three stations in the San Francisco area, and one is being considered among a number of stations in the Midwest. This is an exciting prospect of program interchange among college campuses which should bring an immediacy to student life that has not been present before.

In addition to these networks, operating and planned, there is always the possibility of program exchange via disc and tape recordings. Fifteen stations in the Midwest are currently planning each to contribute one thirty minute recorded program for exchange among the other stations in their region.

These developments in broadcasting on individual campuses, and the exchange by networks and transcriptions of programs by college wired-radio stations, carry implications for nation's high schools which have their own radio workshops and interest groups. High school intramural wired-radio stations have been proposed, but such groups would do well also to consider using low power FM which is now available to them, since in general a high school will have no well-defined audience living in a small, highly developed area which can be served by a wired-radio installation. Programming for a high school station might, instead, be directed toward the community in which the high school students live. Low power FM offers the most economical way of doing this. Given a number of such high school stations, there is, of course, no reason to prevent development of inter-high school networks. Such ideas have been suggested before, and may well develop in the future.

An interesting fact about the campus radio movement is that it has been largely a spontaneous one, and that its most active sponsors (the boys who pioneered campus radio and who retain today an active part in the Intercollegiate



Broadcasting System) have not profited personally from their endeavors. The IBS as an organization is, moreover, specifically incorporated as a nonprofit outfit, whose life depends upon the cooperation and coordination of its member stations. Each, IBS and its members, benefits materially in terms of more adequate development, through mutual cooperation and communication. Through that cooperation a sound and thorough-going training ground is developing to provide the radio industry with many of its leaders and members.

### COACHES ON POST WAR SITUATION

Continued from Page 58

on their educational values were a few of the items which these minority coaches stressed.

Perhaps the one idea that was expressed by the greatest number of debate directors was that the actual future of the college debate program will depend directly upon the quality of the personnel directing the program. Most of the coaches feel that the much needed revitalization can only be accomplished when college debate is "blessed" with a sufficient number of qualified directors.

Many suggestions were offered as to the method of reorganization. The directors agreed almost unanimously that the debate program must be more widely publicized. The survey revealed that almost without exception there is an increase in the number of students participating in intercollegiate debate. This would seem to indicate that there is an effort being made to give more students a chance to share in the program rather than to develop a few top-notch competitors. Despite the vigorous criticism of its opponents and frank admission of weaknesses by many of its proponents, intercollegiate debate appears to be more than holding its own.

Sam Prichard, former debater at California Institute of Technology, Pasadena City College and University of Redlands, has joined the speech staff at the University of Maine. Maine under, Professor Wofford Gardner's leadership was granted a charter at the Pi Kappa Delta Convention just held at Peoria, Illinois.

SUMMER 1949

## Personal Testimony Section

### WHAT DEBATING HAS MEANT TO ME

By William G. Carleton

Professor of Political Science,  
University of Florida

There are, it seems to me, four distinct educational opportunities to be derived from high school and college debating.

First, effective speech is largely a matter of practice, and the earlier one takes part in public address the surer and readier a speaker he is likely to be in maturity. Like the learning of a language, practice in public speaking cannot begin too early. Learning to think on one's feet, spontaneous and ready speech, comes with **doing**, and doing **early**. The "born" speaker is usually the speaker who starts speaking at a youthful age.

Second, high school and college debating is likely to direct students to serious study of public questions at an early age. Debate questions are usually important and difficult and yet they are made attractive to the youthful mind by the concrete and controversial way in which they are put. Most students, even if they are majoring in one of the social sciences, will not delve deeply into such questions as labor relations, foreign policy, the control of business cycles, the tariff, public finance, and so forth unless they are challenged by active participation in debate. In my own case, I recall, while only a sophomore in high school, going rather deeply into the intricate question of the graduated income tax for the purpose of contesting in a state-wide debate—a debate, incidentally, which I won, and nothing has ever made me as proud as that victory won in sophomore days. Thus at a relatively tender age I was personally introduced to the complexities of economics by way of school debate. A thorough knowledge of a subject is the surest way of winning a debate—for rebuttals cannot be won without finger-tip knowledge that comes out spontaneously, and most debates are won on rebuttals.

Third, debating forces a student to consider all sides of a particular question. It is a mistaken notion

that debating requires a student to think in distinct terms of black and white. Usually, the student learns to take all sides of a question, and often the question is phrased in a variety of ways in order to exploit it from different points of view. This training in seeing all around a question, its many sides, its various facets, is invaluable. It affords significant training in flexibility and breadth of view. However, further to assure the student an opportunity to develop a subject in his own personal way, it is well to schedule a few discussions as well as debates, discussions in which the student is freed from any fixed statement of the problem and may state the problem and develop it in any way he sees fit.

Fourth, and most important, public speech allows valuable training in clear and precise thinking. Indeed, clear expression, both written and oral, is inseparable from clear thinking. The debater thinks through a proposition over and over again, phrases it any number of ways, and publicly experiments with it on numerous occasions before he finally achieves the crystal clarity he is seeking. This passion for clear expression develops into a passion for clear thinking, for the young debater soon learns that without clear thinking there can be no clear expression. The late Senator Albert J. Beveridge, himself an able orator, observes in his monumental biography of Abraham Lincoln that Lincoln's speeches at the end of any given political campaign were always better than they were at its beginning—by a process of selective repetition Lincoln distilled in clearer and clearer fashion his political arguments and ideas.

Personally, I have been appreciably helped in my profession of college teaching by my high school and college debating experience. In the very earliest days of my college teaching I never experienced the self-consciousness and even stage fright so often betrayed by the beginning teacher. Moreover, in my very first year of teaching I was

Turn to Page 69



# The High School Debate Handbook

EDITED BY PROF. HUGO E. HELLMAN, MARQUETTE UNIVERSITY

## HIGH SCHOOL PROPOSITION

### Quizz By Ye Ed and Q. A. Representative Student

Query—What is the National High School subject or debate for the season of 1949-1050?

Ans.—It deals with the popular election of the President of the United States. The proposition is that he should be elected by the direct vote of the people.

Q. Why, isn't the president elected by the direct vote of the people? We vote for him every four years.

A. No, begging your pardon, we do not vote directly for him. The citizens of each state vote for a group of electors, nominated by political parties who in turn, after they are elected in November, vote for the president of the United States six or seven weeks after the regular election.

Q. How come?

A. Well, it is a long story. We **do** it according to what is written down in the Constitution of the United States, and we **do not**—we get around what is written in the constitution.

Q. Once again, how come?

A. It's this way. The wise forefathers who founded our country and wrote its constitution, debated a long time over the method of selecting our president. They were afraid to trust his selection to a vote of the people because they feared that the people would re-elect and re-elect some popular hero until he practically became king. The men who wrote our constitution did not have a very great respect for the ultimate wisdom of the people. To forestall such a happening as we have witnessed in the last four presidential terms, they decided that the president should be chosen by a group of electors, who would be chosen by the citizens of the states. This removed the election of the president one step from the common people, and established a representative system, or rather kept the election of a president in agreement with the representative governmental system that the founders were establishing.

Q. Well, it's not like that now, is it?

A. Not exactly. As soon as political parties arose in this country, and they arose almost immediately, a change was made. The political parties selected the electors for each state, and nominated a presidential candidate whom these electors were pledged to support if they were chosen to be electors. This gave the political parties the power, and they established the national convention system of nominating the Presidential and Vice-presidential candidates. They could then organize the campaign and work for the votes of the people for their particular set of electors.

Q. When was this system put into effect?

A. About 1800 and it has lasted with variations down to the present time. The number of electors granted a state changes with the growth of population and periodical adjustments made by Congress. Each state has an elector for each Congressman it chooses plus two for its Senators. No state in this system can have less than 3 electors and no more electors than it has representatives in Congress including its two Senators. However, Congress can and has delayed the proper proportionate representative adjustment.

Q. These changes have all been made legal I take it.

A. Correct. We have adapted our laws to our procedure, or our procedure has developed with our laws, so that we can evade the original intent of the framers of the constitution.

Q. Then, if we are getting along all right, why not let things alone?

A. It is true that we are getting along all right as far as selecting presidents is concerned. It is not a matter of need for change. It is a matter of bettering our system. Some people believe that we could improve the system, that we could adopt one that would not be so cumbersome and out of date, so open to political manipulation.

Q. Wouldn't the result be the same, even if we had a popular vote directly for the nominees? Doesn't it practically amount to that under the plan we are using?



Hugo E. Hellman

A. Well, yes, and **no**. It is possible for a president to be elected by a majority vote of the electoral college, who did not receive the majority of the popular vote.

Q. Has that ever happened?

A. Yes, at least three presidents have been chosen who did not have the majority of the popular vote.

Q. Oh, you mean when there are three or four candidates, don't you, when no one gets a majority of votes, but does get the electors by a plurality vote in the states.

A. Yes, that can happen too. However, thrice in our history under the two party system the majority of electors went to the party having the smaller popular vote.

Q. Who were they?

A. President J. Q. Adams in 1824 over Andrew Jackson; President Hayes, who won over Tilden in 1876 in a very close election even in the electoral college, but did not have a majority of the popular vote, and in the case of President Harrison in 1888, I believe, who won over Cleveland without a majority of the popular vote.

Q. Then why don't we change to the direct vote of the people? So that sort of thing couldn't happen?

A. That's the question for debate.

Q. Why do we need to debate it? Why don't we just do it?

A. We live by law and order in the United States. Such action re-



quires a Constitutional Amendment and that is not too easy to obtain.

Q. Why?

A. An amendment has to be passed by Congress and submitted to the states for adoption. Two-thirds of the states must ratify the amendment before it becomes effective and that takes time. Also it takes interest and push, publicity and created demand for action.

Q. I can't see why we haven't the push and the demand. Everybody wants to vote for president.

A. Yes, that's fairly true, but the matter isn't quite that simple.

Q. Why isn't it?

A. Ours is a representative form of government, not a democracy. It is hard to get Congress to make many changes. Most of us have considerable reverence for the Constitution and there is no disposition to upset it lightly. It takes considerable deliberation before Congress will act in such matters. There are usually many other more pressing things to take their attention.

Q. I don't see that. Congress ought to give us the system that would be exact, that would always insure that the will of the majority of the people was carried out.

A. It takes a long time to move Congress. They finally yielded on the Senators and took their election from the state legislatures and gave them to the people to elect by direct vote.

Q. Well that was a good thing, wasn't it?

A. Presumably so, yes. At least it gave us more democratic or popular control over Congress.

Q. Is Congress just conservative, or is it afraid to empower the people directly?

A. That's a hard question to answer. Changing to direct vote of the people for president is a move for ultimate democracy or control by the people, whereas we are a representative or federal government. This action would take away a portion of the significance of states. It might change the game of politics somewhat.

Q. Is that what Congress is afraid of?

A. Not necessarily. Congress may hold to the view of the founders that the will of the people should be tempered with the judgment of representatives and the electors provide that intermediate step of inter-

mediate consideration.

Q. In theory they did once, but not under our present system. Are they not pledged to vote as the party dictates?

A. Yes. But there have been threats of bolting.

Q. They couldn't get away with it, could they?

A. Probably not. Yet four of them did in the last campaign and two tried to do it in 1944.

Q. It would finish the political career of the elector who bolted, wouldn't it?

A. No doubt it would. At least it would precipitate a fight for party control in a state.

Q. Do you think a change to direct popular vote would change politics?

A. That is hard to say. It might. Any move to place more power into the hands of the people is likely to change things.

Q. In what way?

A. It might force a more direct move to place the people in control of the nominations of president and vice-president.

Q. How do you mean?

A. It might increase the demand for direct party primaries instead of conventions and delegations appointed by party politicians.

Q. Do you think this is behind the inaction?

A. It might be,—could be.

Q. Wouldn't it be a good thing to let the people nominate as well as elect?

A. That's a matter of opinion. It is a departure from our representative system.

Q. What would be the harm in it?

A. There might not be any harm in it, it might bring benefits—it would change politics—it would take the power from politicians—at least temporarily.

Q. Why do you say temporarily?

A. The politicians would soon find a way to play politics according to the amended rules. They would find a way to get back in control.

Q. And choose the president?

A. Yes.

Q. Well, if the politicians are to choose the president in spite of the people no matter what we do, why don't we go back to the elector system of having men of distinguished character select our presidents?

A. That would meet with too much opposition from the people who think they elect the president. Also it would complicate things. We would have to have a way to select the distinguished persons for electors. Most of them now are persons nobody ever heard of. Getting back to distinguished persons would probably present unsurmountable difficulties.

Q. I see. It would just mean more politics. As long as they are figureheads it doesn't matter?

A. Correct. Perhaps that is why Congress lets things stand. It avoids a struggle over control of nominations.

Q. You think the people if they got direct vote would insist on control of the selection of candidates?

A. Undoubtedly they would, every step towards democracy, begets more democracy.

Q. Well, then let it come. I don't see why we can't trust the people?

A. They make mistakes.

Q. Who has a better right to make mistakes?

A. They might make a fatal mistake.

Q. That would be their funeral, wouldn't it?

A. Yes, but nobody loves funerals. It is true that the action of the wiser men is likely to be superior in judgment to the common herd. That is the wisdom of representation.

Q. Oh, piffle!

A. But it is true that people are too busy to contemplate state affairs with judgment and wisdom. Our country is too big to trust everything to popular vote. We have to have representatives who give their full time to governmental matters—they must make it their business. We are not safe otherwise. Popular action is too slow. Also it may be poisoned by the press, the radio, and its sources of information.

Q. Well, aren't they now?

A. I guess we'd have to admit that they are, more or less, victims of publicity agencies.

Q. Do the people ever know the truth?

A. They are likely to have the greatest of difficulty obtaining it, if there are powerful enough interests bent on keeping it from them.

Q. That applies whether or not we have direct vote does it not?

A. Yes, it seems to.



Q. Do you think of any other difficulties in the way of giving the people the direct vote?

A. It might change politics to the extent that a multiple party system might develop.

Q. Could that hurt us?

A. Yes, it could. Experience has proved that a two party system is the only practical one in our kind of government. As soon as parties multiply, the control of the Congress is likely to depend upon coalitions, and the coalition can go against the administration and stymie the orderly processes of government. The party in power and the president should be in agreement or our system has its troubles.

Q. I see what you are driving at now. We have such coalitions now, don't we, Republicans and the South. No change in the Taft-Hartley act! Multiply parties and we would never get anything but coalitions and uncertain government.

A. Yes, that is what has happened in France and other European countries many times. A multiple party system is not a healthy thing for our country.

Q. You think then, that popular direct vote might encourage a multiple party system?

A. I am not sure that it would, it might.

Q. You are more afraid for Congress, than for the president aren't

you?

A. Well, yes. The people are really alert about their vote in presidential races, and the tendency to split up into minor parties isn't very strong there. In fact, the minor parties, having no hope, are likely to amalgamate with a strong party. The split up is, as you say, in Congress when it comes to matters of governmental action.

Q. Why aren't the people alert in all elections, in Congressional elections?

A. I don't know. Experience shows that they are not. There is always a lighter vote in what is called the off year election, when there is no presidential race involved. When we get down to local elections and school elections, the people are not very alert, and do not go to the polls.

Q. Would direct vote for president help the people to get a better concept of their duties as citizens?

A. I don't know. I doubt if it would.

Q. Don't you really think that the advantages of a direct vote, outweigh the disadvantages?

A. Possibly, but hardly enough to overcome the inertia.

Q. Do you think this is going to be a very good debate question?

A. I think that remains to be seen.

Q. It won't unless we can dig out

some better arguments, will it?

A. Probably not.

Q. Is there much material on it?

A. Not too much. It is an old question however, old enough to have whiskers a long time. As long as there has been a Reader's Guide to Periodical Literature this subject has cropped up in every quadrennial period that we have had a presidential election.

Q. Gee, is it that old! Is there really some good discussions of it?

A. There should be. That is for the debaters to discover.

Q. I understand that there are a lot of knocks on this subject.

A. Yes, I understand there are some serious objections on the ground that the subject is too limited.

Q. Do you think the objections are really well founded?

A. It will take an examination of the literature on the subject to justify an affirmative answer to that. I don't think one should express an opinion unless he knows the facts.

Q. Do you think we have gone as far as we can without the facts?

A. I certainly do.

Q. O.K. Suppose we go down to the library and do some heavy reading.

A. A good idea.

**See the September Speech Activities for further discussion.**

## Department of Debate Techniques

### ORGANIZATION DEBATE CASES George M. Musgrave, Toledo, Ohio

CLEARCUT organization in debate is exceedingly simple, once the speaker gets the knack of it; yet in the March 1948 issue of *Forensic*, both E. R. Nichols and Martin Holcomb listed "lack of organization" as one of the chief faults of debaters.

I should like to suggest that this situation may not be entirely the fault of debaters, and then indicate one possibility for improvement.

I

In 1895, when George Pierce Baker wrote the first text on debate, *From the Forensic of Pi Kappa Delta* 1948

ing, the proposition of fact was slowly giving way to the proposition of policy.<sup>1</sup> Students were no longer discussing, "Resolved, that the execution of Sir Walter Raleigh was an act of justice," but were turning to such topics as, "Resolved, that the United States should annex the Hawaiian Islands." Even so, the proposition of fact was by no means dead.

Into this atmosphere came Baker's "Principles of Argumentation," drawing heavily on legal procedure and the use of briefs as a means of organizing debate cases. It met with ready acceptance, since the method of analysis used in law (where most questions are ones of fact, was readily adaptable to the

proposition of fact in debate.) Subsequently authors followed the same path, and even today the method of analysis recommended by Baker is used by some.

Meanwhile, however, the proposition of fact all but disappeared. Every national college topic since 1923 (when national topics were first chosen) has been a proposition of policy.<sup>2</sup>

Only gradually have new methods of case organization, more suitable for propositions of policy, been developed. In 1936, with the publication of "Modern Debating," Nichols and Baccus recommended the use of outlines to the exclusion of briefs. The elimination of the brief from debate work, as they



put it, was just a clearing away of deadwood so that there could be new growth and development. In 1945, in "Competitive Debate" (and later in the Debater's Magazine, the Quarterly Journal of Speech, and the Rostrum) a new type of analysis, developed primarily for policy topics, was recommended.

It seems clear, however valuable the brief-type organization may have been in the early days of intercollegiate debating, and however valuable it may be today in law courts or other situations where questions of fact are being determined, it is not necessarily the best method of organization when questions of policy are being decided. Yet, since a considerable portion of the literature reflects brief-type organization, I find it difficult to be too critical of debaters who come up with case organizations not suited to their material. Perhaps no alternative has been suggested to them.

## II

The most effective case organization for a proposition of policy is, I believe, one based on the advantages and disadvantages of the proposed plan.

For example, in a debate where the affirmative recommends Plan X and the negative supports the status quo (with or without minor alterations), the case organization looks something like this:

### Affirmative

1. Advantage No. 1
  - A. Need or importance
  - B. Plan for ringing it about
2. Advantage No. 2
  - A. Need.
  - B. Plan
3. Advantage No. 3
  - A. Need
  - B. Plan

### Negative

1. Disadvantage No. 1
  - A. Importance
  - B. Method by which it will be brought about
2. Disadvantage No. 2
  - A. Importance
  - B. Method
3. Disadvantage No. 3
  - A. Importance
  - B. Method

When the negative decides to support a counterplan instead of the status quo, the teams adjust their outlines accordingly. Now they are contrasting one plan with the other,

and their cases must reflect this shift. The case organization then looks like this:

### Affirmative

1. Disadvantage No. 1 (of counterplan with respect to affirmative proposal)
  - A. Importance
  - B. Method by which it will be brought about
2. Disadvantage No. 2
  - A. Importance
  - B. Method
3. Disadvantage No. 3
  - A. Importance
  - B. Method

### Negative

1. Advantage No. 1 (of counterplan with respect to affirmative proposal)
2. Advantage No. 2
  - A. Need
  - B. Plan
3. Advantage No. 3
  - A. Need
  - B. Plan

Whether the negative defends the status quo or a counterplan, the "need for a change" (the traditional first point of the affirmative) appears only as a sub-point. Or, rather, as a series of sub-points, each one supporting some particular beneficial effect of the proposal. With this method of organization, a team is not likely to dwell at great length on some bad situation and then forget to show how his proposal will correct it (a mistake one hears too frequently). Each situation is discussed in entirety before passing on to the next. A black picture can be painted, but the debater shows how it will be corrected before going on to the next situation.

The particular value of this organization is two-fold. First, it clarifies the process of reasoning for audience and judge. Advantages and disadvantages make sense. Listeners can see where the debater is going, and the significance of what he accomplishes. Second, it clarifies the picture for the debater himself. Irrelevancies can be tossed aside; if they do not fit in the outline, the debater can ask himself "so what? with the odds in favor of the point being valueless. Further, it focuses the debater's attention on the phases needing factual proof. Vague phrases like "practicability" are gone; in their place are specific assertions requiring proof.

This method of case organization

was born in the rough-and-tumble of actual contest debate. It has been tested on numerous topics, against both high school and college teams. If the "proof is in the pudding," then readers of this magazine may desire to try it out for themselves in the next debate. I think you will like it—because it works!

## PERSONAL TESTIMONY

Continued from Page 65

called upon to lecture to hundreds of freshmen in large lecture sections, but because of previous practice in public address, I looked upon these lectures, even at the beginning, as a challenge that could be successfully met rather than as a frightful hurdle somehow to be overcome. The most important lesson learned in school debating, however, was respect for that rigorous winnowing process whereby the relevant factors are culled from the irrelevant and presented in the simplest and clearest way—respect for classic clarity of thought and expression.

## PI KAPPA DELTA NOTES

Sylvester L. Toussaint of Colorado State Teachers College was elected Secretary of Pi Kappa Delta at the recent convention held at Bradley University, Peoria, Illinois.

Gordon Dean, former University of Redlands Debater, has just been appointed by President Truman to the Atomic Energy Commission. Dean was formerly on the staff of the Attorney General and was also a member of the United States Attorneys who took part in the War Guilt trials in Germany. Since returning to this country Dean has lived on a California ranch, until recently when he returned to the practice of law, and became a professor of Law at the University of Southern California.

Sherod J. Collins of the Missouri State Teachers College at Kirksville, Missouri, was elected president of Pi Kappa Delta at the Bradley Convention. He succeeded Edward S. Betz, Dean at the College of Pacific, Stockton, California.

Malcolm Sillars, Asst. Debate Coach at the University of Redlands this year has accepted a position as debate coach at Iowa State College, Ames, Iowa. He receives his A. M. degree at Redlands in June this year.



# College Handbook Division

EDITED BY E. R. NICHOLS

## PLANS FOR ORGANIZATION OF DIRECTORS OF SPEECH ACTIVITIES

The following times have been set for organization meetings of the new speech activities directors organization at Hotel Stevens, Chicago, at the next National Convention.

10:30 a.m. Tuesday Dec. 27 Room 523

2:00 p.m. Tuesday Dec. 27 Room 523

7:00 p.m. Thurs., Dec. 29 Room 521

A committee is already at work drawing up a suggested constitution and rules of order. The work of this committee will be sent to all who express an interest and write for a copy between now and the organization meetings in December at the National Convention of the SAA.

The Organization Committee will expect as an evidence of good faith that those who wish to participate in the Organization meeting join the Founding Members or Charter Members and pay a fee of Two dollars for membership from Dec. 1st, 1949 to Dec. 1st, 1950. Only actual directors or speech events or those who have been within the last five years may have this voting privilege at this small fee. Library membership fee and college membership fees and voting privileges will be worked out later by the Organizing Committee and will be subject to final action at the organization meetings next December.

This magazine is happy to announce that it will cooperate fully with the Organizing Committee and is offering a Joint Membership and Subscription to Speech Activities on the payment of \$5. Subscriptions may be new or old. If old, will run for a year beyond present subscription payments. Membership will be for a year as stated above. The magazine and the organization will share equally the reduction that this offer entails. As many of you are paying \$4.00 for your subscription now, here is a grand chance to get in on the new organization as a Founding Member at the extra cost of \$1.00. If you are one of the coaches who usually goes to the National Convention, you will want to get in on this affair, as these meetings are set at a time when there are no convention sessions. If you are a coach, interested in this new

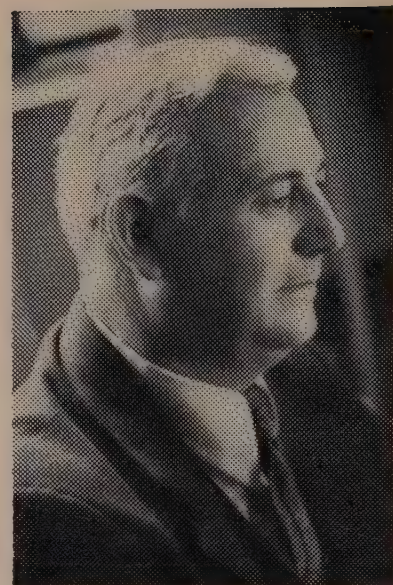
move, and can manage to attend the National Convention, now is a good time to begin making your plans. The National Convention is well worth your while to say nothing of getting in on this new move for a professional organization designed to help you as a director of Speech Activities.

There is a great opportunity for an organization of this nature to advance the welfare and the standards of Speech Activities. This type of organization has long been needed. It can perform services and duties to Speech Activities that are not now being taken care of by any other speech organization. Whereas, we are now divided into many groups and organizations, this one can serve as a unifying factor. It can do what the SAA has never attempted to do—unite the directors of Speech Activities. The SAA has done what it could, and is serving us (in fact showing confidence in the proposed new organization) by cooperating in arranging for us to have a place on their annual program and a room assignment. In return the new organization should, and doubtless will, express its gratification by becoming one of the family of organizations that groups annually with the SAA and brings speech teachers to its annual sessions.

If you are not a Speech Teacher, but are a coach of debate and speech activities from another department, attending a Speech Convention once will be a great experience for you. Last year at Washington, D. C., about 1300 persons attend this convention and about 2000 are expected at Chicago next December. Many of the sessions will delight you and you will learn something valuable for your own work.

The editor has been asked to plan the section on Intercollegiate Debate at the SAA Convention and hopes to have a program that will be attractive to all debate and discussion directors.

In the meantime here's hoping that the Intercollegiate Debate Question committee will have a successful time in finding us an in-



EGBERT RAY NICHOLS

University of Redlands Speech Dept.

teresting and attractive debate question for next season. As soon as we can let you know what that selection is we shall tell you about it in these columns.

### THE VOTE

The following subjects are being sent out by the National Intercollegiate Debate Question Committee for the coming season:

#### Debate

Nationalization of Basic Industries  
Socialized Medicine  
International Atomic Control  
Atlantic Pact  
Russian Problem

#### Discussion

The Russian Problem  
Outlaw Communism  
Nationalization of Basic Industries  
Planned Economy  
U. S. Foreign Policy in the Orient

### SUGGESTED POSSIBLE STATEMENTS

1. Resolved, that the federal government should own and control the basic industries in the United States.
2. Resolved, that Congress should pass a compulsory health insurance law.
3. Resolved, that an International Atomic Energy Control Commission should be established.
4. Resolved, that in the interests

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# Special Feature Division

**Presenting Bradley University, located in the heart of Illinois, host to the recent Pi Kappa Delta Convention.**

In the center of a busy industrial and agricultural state, Bradley University is heir to a glorious tradition of the past. Located in Peoria where Lincoln and Douglas debated, Bradley University is large enough to be cosmopolitan, yet small enough to be informal and friendly.

Mrs. Lydia Moss Bradley gave both of her fortune and her complete devotion to the founding of the college. Dr. William Rainey Harper, first president of University of Chicago became the first head of Bradley's faculty. Dr. John Dewey, famed philosopher and educational pioneer, had a leading part in the first planning of Bradley's educational program. Since that time the college has expanded and matured into the University of today, known and respected throughout the nation. A student body of approximately 3,500 and a faculty of well over 200 strive to make Bradley's second 50 years more glorious than its first.

Dr. David Blair Owen, president of Bradley University since 1946, is one of the nation's outstanding young presidents. He is a graduate of Bradley and was active in various speech activities during his undergraduate days. For three years he was a member of the Bradley debate team and also served as captain of the squad. He is a Special Distinction member of Pi Kappa Delta, and served as president of the Delta Chapter. He was also first vice-president of the Illinois State Oratorical Association. Dr. Owen's rare blend of youthful enthusiasm and mature wisdom has given Bradley a vigorous leadership that has resulted in amazing progress.

Bradley University has always been interested in speech activities. A charter for Pi Kappa Delta was presented to the Delta chapter of Illinois in 1921. Since that time Bradley has been represented in most of the provincial and national meetings of Pi Kappa Delta. Bradley has been host to the national convention on two occasions; first in 1924 and second in 1949. Bradley has also participated in the Illinois Oratorical Association for many years,

and has been host to various Round Table Discussions and leading Festivals.

## **Bradley Speech Tournaments**

In 1947 Bradley University was host to its first Speech Tournament. It was sponsored by the Delta Chapter of Pi Kappa Delta under the supervision of Dr. Clara K. Mawhinney, head of the Department of Speech.

The Bradley tournament was held early in the fall—perhaps one of the first tournaments held during the school year. The date was set early so that students and faculty could prepare then for the forensic season.

There were seven speaking events; oratory, extempore, discussion, debate, radio speaking, folk story telling, and after dinner speaking.

In 1948 the second annual invitational speech tournament was held. The entries of events remained the same but the number of participants doubled. There were 29 colleges and universities from 5 mid-western states, a total of 220 delegates and 60 judges.

In 1949 Bradley was host to the sixteenth biennial national convention of Pi Kappa Delta. 650 delegates from 129 chapters attended this tournament.



**William R. White, president of Illinois Delta chapter, P. K. D.**  
**Left: Dr. Lawrence E. Norton, director of Forensics, Bradley University.**





offers graduate instruction leading to the master of arts degree in three fields; Rhetoric and Public address, Oral Interpretation of Literature, Speech Science and Speech Correction.

#### **Speech Correction**

The growing interest in and the need for rehabilitation in speech and hearing has been recognized by the Speech Department. Both speech correction service and teacher training programs have been established.

Speech correction service consists of University clinic for adults, a Junior clinic for high school students and a children's clinic.

The teacher training program provides adequate means to meet the requirements for the certification of speech correctionists.

#### **Public Speaking**

Emphasis in theory and analysis of public speaking is augmented by innumerable opportunities for participation in the speaking situation. The university allows an adequate budget so that students may enter

**Executive officers of Illinois Delta chapter of P. K. D. Dr. Clara K. Mahwinney, seated at center; Dr. Lawrence E. Norton, standing at center.**

**Dr. Edward S. Betts, president of PKD, presenting superior award to Margaret Miller, Bradley University, Peoria, Illinois.**

#### **The Speech Department**

In a democracy, the ability to express one's ideas plays an important part in the lives of all. Recognizing this fact, the Speech department offers every chance for a student to develop in all speech skills. Emphasis is placed on the development of positive speech personality, on the preparation and delivery of speeches, on the analysis and participation in interviews, conferences, debates, and discussions.

The curriculum is planned so that students can prepare for the following programs: Business and Junior executives; Leadership in public discussion; Platform reading and lecture recitals; Radio announcing, producing, and program directing; Professional speaking (law or ministry); teaching preparation for General Speech Education, Secondary School Speech, Elementary School Speech, and Speech Rehabilitation.

#### **Graduate Study**

The Department of Speech also







**DR. CLARA K. MAWHINNEY**  
Director of Speech Clinic demonstrates the use of audiometer while student clinicians look on.



**Dr. Lawrence E. Norton, Director of Forensics, makes tape recording of a debate.**



#### **RADIO PRODUCTION**

Mr. David Meister, director of radio activities, times a radio script in class room studio.





ing ample opportunity to practice for production purposes. Besides that Peoria's five radio stations furnish opportunity for actual interviews, discussions, programs, and newscasting. A Radio Guild and an after-dinner speaking club and a Personnel Club in business administration, give students opportunities to develop skill in speaking. Three permanent radio stations have wires entering the university buildings for broadcasting from the campus.

**Semi formal dance. Bradley University. National convention—April 13. Gymnasium at Bradley—beautiful decorations—excellent music.**

**Talent night in the Field House, Bradley University, Peoria, Ill. Group is from West Texas State College.**

many tournaments. During the year 1948-49, 42 Bradley students participated in 15 tournaments and traveled over 7,000 miles. Bradley debated with 92 colleges from 18 states and from England. Bradley speakers participated in 260 intercollegiate debates, 156 rounds of discussion, 53 rounds of oratory, and 31 rounds of extempore speaking.

#### **Speakers' Bureau**

A Pi Kappa Delta speakers bureau gives students opportunities to participate in many civic organizations. The university includes the Pi Kappa Delta speakers in its brochure for university speakers and the public relations office helps to arrange engagements. Bradley speakers have had opportunities to speak before luncheon clubs, as Rotary, Optimist, South Side Business Men, and Business and Professional Woman's Club. During the year 1948-49 members of the speakers bureau made about 75 appearances.

#### **Radio Training**

A sound proof studio furnishes the students interested in radio speak-





# Editorial Comment

## THE RETURN TO SANITY

In the article we print in this issue by Douglas Ehninger on What Discussion Has Taught Us About Debate, we get the reactions of one of the younger teachers who joined the Speech ranks in the days when (God forgive us) we lambasted each other about Debate and Discussion. Mr. Ehninger certainly calls the turn when he points out how silly, how lacking in judgment, how really immature we all were and perhaps—how foolishly hard and lacking in understanding of one another we were at one time. But the days of the uncompromising and hypercritical attitudes happily are passing, and leaving us a bit sadder and wiser, we hope, and perhaps a bit more forgiving and tolerant. We can all say now, and say it honestly, both discussion and debate have something valuable to give us all. They are both good ways of educating our students. They do not duplicate each other, they supplement each other. We have learned to place them side by side in the same tournament. The whole episode illustrates progress. We can all rejoice in the come-back of student activities since the war. We can all hail the young men and women who are getting this training in the tools of democracy that debate and discussion furnish. The time has come to get together, drop all animosities and antagonisms and build for the greater future of Speech Activities.

## PHILOSOPHY OF DEBATE

In the discussion of the general philosophy or point of view behind debate Wayne Thompson leads us to some fundamental considerations about academic debate that have long interested your editor. In his text with Dr. Baccus, he tried to say in the first four chapters of *Modern Debating* what he thought of the fundamental principles underlying debating. The younger men in the field, like Mr. Thompson, are carrying on. They, too, are thinking things through trying to find the ultimate truth behind that great human procedure we call argumentation and debate. Is debate an investigation of a problem to hold up truth to view regardless of what it proves, or is it just an exercise in

persuading others to believe dogmatically that all truth and right exist on one side?

We all have to admit, if we are honest and face facts, that things are not just black and white, right or wrong, innocent or guilty, wholesome or unwholesome. There is too much in life that is just gray and neutral and undecided. Who is there among us rash enough to say that labor or management is all wrong. Isn't there truth, good, and right, and on the contrary evil, wrong and highly prejudiced, on both sides of this age old fight between management and labor? If there is good and bad on both sides, and manifestly there is, who are we to get dogmatic and emphatic about such a situation! One of the things a debater has to learn, and learn early, is that a debatable proposition is never wholly right or wrong on either side. If it was, it would not be debatable. It would be a settled thing on which judgments could not differ because of facts. Happily a debatable proposition admits of two honest opinions or views that rapidly develop into sides and the proponents of the sides produce arguments based upon facts, evidence, proof, interpretations and conclusions that can be convincing. It is when persuasion is misused to obtain belief, instead of to bring action upon belief and conviction, that we begin to question the right and wrong of debate procedure. Really the philosophy and understanding that lie behind and underneath debate is significant and momentous. Here lies the parting of the ways between the shyster and the honest advocate. A two-edged sword can be dangerous—it should at least be handled by an expert. Training this expert is really the duty of the debate coach. It is his responsibility at least in part to direct his activity toward virtue and ethical performance rather than toward trickery, dishonesty, and crooked invention. In a democratic procedure so pertinent to government and civilization as ours is, we cannot afford to play the game in any way except the straight and narrow way prescribed by sterling character.

And then there is that article on

What Debate Has Done For Me by Professor William G. Carleton of Florida University.

Isn't it a refreshing indication that the good can triumph, that truth and error clear the mind.

Our congratulations to our Associate Editor, George McCoy Musgrave, upon his recent wedding. Details in another place. May his married days be happy and delightful. If he can learn to be as proficient in love and matrimony as he has been in debate, we shall not need to worry about him.

## In Memoriam—HERBERT RAHE

As one grows older he faces one of the things in life that can grow increasingly painful and disappointing and hard to bear. One of the chief of these is losing one's friends and treasured compatriots and companions as he pournes down life's after slope to the eventide. The death of Herbert Rahe comes as a shock to all of us on the West Coast staff of speech teachers. That he should be cut off so young (he was only about 45) while still so active and with such great possibilities before him makes us realize the truth of the old saying—in the midst of life we are in the midst of death. None of us know what the day will bring forth. Our hearts go out to Mrs. Rahe, whom we have met occasionally at our tournaments as she faces her bereavement. We realize, if this has been a difficult shock for us to bear, what a tragedy it is to her, and all of us who pray implore that she may be sustained and comforted by a higher, benign power whom the Saviour called Our Father.

## COMMENT FROM OUR READERS DOES DEBATE ENCOURAGE SOPHISM

Debating has been attacked frequently upon the ground that young people are trained as sophists when they are shown how to make "the better case" of each side of a public issue. So often does one hear this particular argument that deserves some attention. Does the custom of debating both sides of a question make for intellectual dishonesty? It seems not!



There will always be those in life who will take sides for personal gain, this trait of human nature is a matter apart from forensics, and one for which debate should hardly take the blame. Such partisan argument is generally characterized by an unwillingness or inability even to consider briefly any possible merits in the opponent's position. And certainly this is not debate procedure.

Debate develops a habit of seeing, of necessity, both affirmative and negative viewpoints, this approach does much to insure an understanding of the other man's argument when real clashes come along. Who can ask for more?

If debate teaches, as we most certainly feel it does, the importance of both sides of a dispute when such arises, there are going to be fewer hostilities. A measure of tolerance is the first step toward solution of most human difficulties.

C. Grant Burton  
Long Beach City College  
Debate Coach

#### TAU KAPPA ALPHA NOTES

Wayne C. Eubank, is leaving the University of Florida where he has developed quite a reputation as a debate coach to accept the Professorship of Speech at the University of New Mexico at Albuquerque.

Oswald Ryan, founder of Tau Kappa Alpha, and now a member of the Civil Aeronautics Board, was the convention banquet speaker of Tau Kappa Alpha at the National Meet at Purdue University, Lafayette, Indiana, March 31.

Tau Kappa Alpha is approving a lapel insignia for members which will be used in the future for initiates.

The present chapter roll of Tau Kappa Alpha now numbers 97 colleges. Ten chapters have just recently been dropped for inactivity.

The University of Alabama team won the finals at West Point this year meeting in the last debate Baylor University of Waco, Texas.

Tau Kappa Alpha has taken a significant step forward in increasing its allotment to **The Speaker**, the honor society publication.

## Remarks for the Good of the Order

### HOW TOURNAMENTS MAY HELP MORE PEOPLE

By G. A. Kuhlman

Forensic tournaments and speech festivals, designed to foster a wide scope of speech activity rather than debate only, are in line for growth and development, now that speech is again coming back to its own rights in the junior college. While it is true that debate provides one of the best media for the development of desirable outcomes in speech proficiency, yet a long list of other speech events may be added to the tournament or festival program without destroying the importance of debate.

Several speech events may be added to provide an outcome "market" for various courses the students are taking. A contest in story telling, for example, provides motivation for students enrolled in children's literature. In like manner, a contest in book reviewing provides a "market" for students enrolled in literature, composition, or history courses.

#### Co-ordinate with Classwork

Motivation in practically any course in the curriculum can be found in the contest in impromptu speaking. If college courses are made the basis for general preparation, students may select a subdivision of any of the following general fields: Literature (American or English), social science (American history, European history, sociology, economics, etc.), natural and physical science (biology, chemistry, physics, geology, etc.), art (music, painting, sculpture, etc.), education, religion, business, and law. If this information is filed with the director of the tournament in advance, three topics may be placed into an envelope for each contestant. This envelope is given to the contestant as he steps before the audience; he reads the topics, selects one, and begins speaking immediately without any special preparation. This arrangement provides possibilities for co-ordination of speech work with every department of the college curriculum. Time spent in preparation

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From the Persuader of Phi Rho Pi  
October 21, 1948.

### ENTERTAINMENT OF VISITORS A PROBLEM

George M. Musgrave

THE young debater on his first trip is often surprised by the difference between schools in the accommodation of visiting teams. Some schools display great skill at making them feel comfortable and at home, while others all but ignore them when not actually debating. In my own college days we were rather clumsy and inept at this sort of thing, and perhaps for that reason I am more acutely aware of the problem than would otherwise be the case.

The greatest offenders seem to be colleges in which students handle the forensic programs. Although it is true that students alone sometimes display great skill, the presence of a firm guiding hand seems to produce considerably better results. I should like to describe the thing done by schools which, in my opinion shows good taste.

Suppose that a debate has been scheduled for 8 p.m. We are talking now about contract, rather than tournament, debating. In pre-debate correspondence, the visitors have indicated that they will arrive between 4 and 5 p.m., and have been asked to meet their hosts at the office of the debate director. They have been given full directions for finding that office, including a mimeographed map of the campus. When the guests arrive by automobile at 4 p.m., the debate director is at his desk. Introductions are made, and fifteen or twenty minutes are spent getting acquainted. Then the director escorts the visitors to a nearby dormitory, where arrangements have been made for their stay. He inquires whether dinner at 6:30 will be satisfactory, and upon being told that that time will be fine, leaves, giving the visitors time to wash, rest, and change clothes.

At the appointed time, two students, acting as hosts, knock on the door and introduce themselves. They take the visitors to a favorite on-campus eating place for dinner. After dinner, if the visitors have not been on campus before, they drive around looking at the points of interest.



By this time it is about 7:30, so the four men drive to the Student Union building, where the debate will be held. There they meet the opposing team, the chairman, the timekeeper, and are given a few moments alone to make last-minute preparations. If the visiting coach is present, the coach of the home team takes him in tow, and the two sit together in the audience.

After the debate, the whole group goes to a nearby ice cream bar for refreshments. This part of the program is greatly enhanced if two or three attractive coeds from the debate squad are included in the party.

When the evening comes to a close, the visitors are escorted back to their dorm room. The hosts inquire about plans for the following morning, and, unless a very early start is indicated, give them meal tickets for breakfast at the same place the group had dinner. The meal tickets are for one-time use only, the debate director having arranged this procedure with the dining hall manager at the beginning of the season.

The above sketch, of course, may not be applicable to some schools because of the facilities available. A few generalities, however, may be pointed out:

First, it is not at all necessary to take the visitors out on a binge after the debate. Some like this and some do not. To persons who do not drink, or who have a full day's traveling and debating ahead on the following day, the suggestion would be embarrassing.

Second, it is generally a good idea to give the visitors time to rest and clean up before dinner, particularly if they have come a long distance.

Third, the debate director may or may not have dinner with the visitors; but if the choice is between a hurried dinner with the director or a leisurely dinner with students, I think most visitors prefer the latter. Of course, if the visitors are accompanied by their coach, the coach of the home team should make it a point to have dinner with the group.

Similarly, the director may either escort the visitors to their lodging place for the night, or delegate this duty to students. The procedure he follows will be dependent on the number of individual home de-

bates, on the size and reliability of his student organization, and especially on whether the visiting team is accompanied by its coach or not.

Fourth, the housing facilities need not be elaborate, but they certainly should be clean, neat, and reasonably comfortable. Dormitories, fraternity houses, rooming houses, and hotels are all used for this purpose. Hotels are usually ruled out except for extra-special occasions because of the cost. Fraternities sometimes provide the answer, but this depends on the type of fraternity found on the campus. I recall that on one trip it was necessary for our host at a fraternity house to scrape the excess clothes, tennis rackets, etc., from the floor to provide a clean spot on the floor for us to leave our clothes! Sometimes arrangements can be made with the dormitory manager or the owner of a rooming house to provide accommodations for visiting teams throughout the year, at a moderate fee.

Tournament arrangements generally follow a similar pattern, but with many teams present at one time, each team must necessarily plan its own activities to a greater extent. Tournaments, on the whole, are more efficiently run by some schools than contract dates, probably because more thought is given to the arrangements, and an all-out effort is made to handle the program successfully. The same thought and effort should be given to individual debates if the visitors are really to be made welcome.

#### HOW TOURNAMENTS HELP

Continued from Page 76

for contest work pays dividends to the student in class preparation.

With careful preparation, a two-day tournament may provide participation in 10 or 12 activities. The well-gifted student will welcome this opportunity to enter as many events as are covered by his circle of interests. It is not at all unusual for students to participate in four or five different activities in a tournament, featuring 10 or 12 different contest events.

#### Varied-Type Tournaments

As illustration of this varied-program tournament, we may refer to the Savage Forensic tournament with 15 speech events held annually at Durant, Okla.; the South Atlan-

tic Forensic tournament with 13 speech events at Hickory, N.C.; or the East Central Forensic tournament, with 12 speech events at Ada, Okla.

#### Schedule Possibilities

As a suggestion for tournament directors who may wish to broaden the scope of their tournaments, I refer to the schedule arrangement in the forensic sponsored annually by St. John's college, in which 11 speech events are featured on a junior college level in a two-day tournament.

Contests in dramatic reading, poetry reading, Bible reading, and radio speaking take place simultaneously on the first day of the meet, with eliminations at 9:00 a.m., and with finals at 7:30 p.m. Another battery of contests in book reviewing, oratory, oratorical declamation, and story telling, opens with eliminations at 10 a.m., and closes with finals at 8:30 p.m. The preliminary rounds of debate are held between 1:15 p.m. and 5:30 p.m. Extempore speaking and impromptu speaking begin simultaneously with eliminations at 7:30 p.m., and close with finals at 8:15 on the following morning. Eliminations in debate begin at 9:30 on the second day of the tournament. Separate divisions are provided in each field as needed because of numbers enrolled.

The arrangement of having 10 or 12 activities in the tournament makes for economy for the schools which participate. It also trains for greater flexibility in the development of talent.

By careful assignment of work to office help, the judges' rating scales may all be tabulated, sorted, and given to the contestants on the second day of the tournament. The tabulation may then be duplicated, and a complete report sent to all schools participating. (The writer will be glad to send sample judges' rating scales and tournament reports to anyone interested.)

#### Speech Festival Possibilities

Another plan to throw emphasis upon various types of speech work may be found in the development of an annual speech festival, which may be held during a one-hour assembly period before the entire student body.

Turn to Page 80



# Department of College Oratory

## THE TIME HAS COME By DAVID LEVERING

I am standing on the mountain of eternity over-looking the valley of time. On the floor of that valley I see a gigantic stage, called life, upon which is being enacted the drama of destiny. The scenes of this drama shift and the actors change, but the plot is forever the same. It is the story of man's search for fulfillment in life, the account of his fight against fear. But everywhere I look on the stage, I see disorganization and confusion. The actors refuse to listen to the cue from the wings when they forget their lines. The confusion increases, and, at times, it seems as if the curtain must fall on tragedy; but it is in the moments of greatest darkness, on the brink of complete failure, that some one listens to the cue from the wings and reads his line—a few others find their places and the play moves on. When it gets dark enough, the stars always shine.

I am looking first at the scene called Rome, at man's attempt to conquer fear through the building of a great empire. Rome was afraid of her neighbors and built great

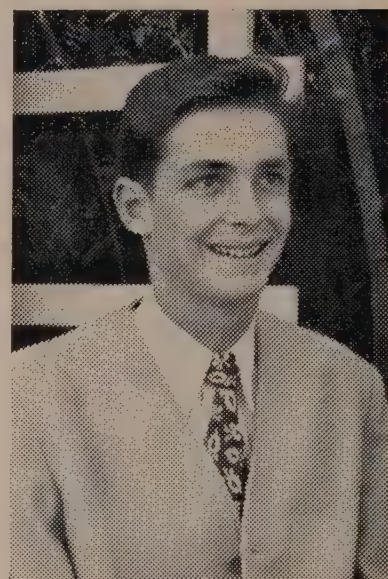
Ed. Note: An oration by David Levering of the University of Redlands. This oration was entered in the West Coast Pi Kappa Delta Tournament held at the University of Redlands, March 24-26, 1949 taking second place. April 10 to 14 it was entered in the National Competition at the Pi Kappa Delta Convention held at Bradley University, Peoria, Illinois. Here it was awarded first place, heading the group of superior orations. Later Mr. Levering competed at his home University for the Jones Oratorical Prize of Twenty-five dollars.

Mr. Levering's oration is the outgrowth of a two year development to produce a satisfactory speech to present in oratorical competition, and was developed by the trial and error method, step by step.

Mr. Levering has just been elected President of the University of Redlands Student Body for the coming college year.

armies to conquer them. Conquest made her proud and pride made her afraid of stronger neighbors. The cycle was repeated but to no avail. The empire that had set out to conquer fear was itself forever afraid. The confusion increased but the actors of Rome refused to listen to the cue from the wings. Yet in a far corner of that empire there was one who listened and who, as a result, felt compelled to travel throughout the country-side advocating a new method for the conquest of fear, a method involving love, kindness, and humility. Many listened to this man, and a few followed him, for his message was new and vibrant; but most of the people were afraid, and Jesus died on the cross. To the many, his death, like his life, had little significance; but to the few that had followed him it meant disillusionment and despair; it meant the tragic end of a beautiful story; it meant a truth turned into a lie. And yet it was in the midst of their bereavement that this little band of men first began to realize that in their master's life, love, kindness, and humility had conquered fear; that through defeat he had achieved victory; that, through ignominious death on the cross, he had passed into eternal life. It was in the dark years just after his death that the little group of followers caught the eternal significance of the cue from the wings, that a few men found the only way to conquer fear. When it gets dark enough, the stars always shine.

The scene shifts. I am looking now at an era that the writers of history have chosen to call the age of faith, but which I would term the age of irony; for it is in this time that perhaps the greatest paradox of all time takes place. The church, an organization formed to aid man in his fight against fear, had emerged the conqueror of his mind and body. Conquest made the church proud and pride made her afraid of those whose doctrine was different from hers. As in the previous age, the actors of this era, even within the church, refused to listen to the cue from the wings. Confusion and darkness deepened, and then, in the



David Levering

city of Florence in the country of Italy, there came a man who listened to the cue. Savonarola walked the streets of that wicked city advocating a different method for the conquest of fear; a method involving love, kindness, and humility. Many listened to this man for his voice was like music, and his message was new and vibrant; but the majority of the people and the church were afraid, and Savonarola was burned alive. To the many his burning was justice, but to the few who had followed him, the expiration of his life meant the end of the dreams of which he spoke in such eloquent terms. And yet it was in the depths of this darkness that these men began to realize that Savonarola had the real answer; that though his body had been burned, the significance of his words was without end. It was in the blackness of that hour that once again a few had found the only way to conquer fear, had discovered the eternal significance of the cue from the wings. When it gets dark enough, the stars always shine.

The scenes shift and the actors change, but the plot is forever the same. I am looking now at a division of the world into small segments, called nations, each of which



is trying to find for itself the answer to the problem of fear. But these actors, like those of the past, have refused to listen to the cue from the wings. They try to solve their problem through the subjection of one nation to another. Each time they try, their methods are a little more severe; each time they try, their effort is a little more intense; but each time they try the result is always the same. The product of fear is conquest, and the product of conquest is pride, and the product of pride is fear. Thus, the cycle has been repeated, until in our own time, there are those who have said that the final curtain is about to fall on the drama of destiny. Yet even into the midst of this darkness,,

there came a man from a far corner of the world who listened to the cue from the wings, and who, as a result, felt compelled to take the message of the ages to the teeming millions of his native land. He spoke to them of love, kindness, and humility as the only ways to conquer fear. Many listened to this man, for his message held hope and challenge; but the majority of the people was afraid and Ghandi died from an assassins bullet. The year since his death has been a dark year for those who listened, for the end of his life meant to them the termination of the qualities of which he spoke.

There are many, today, who are saying that the final curtain is

about to fall on the drama of destiny. Yet I would say to you today that that curtain need not fall; Ghandi listened to the cue from the wings and read his line. It is now up to the other actors to find their places in the play if it is to go on. When it gets dark enough the stars always shine, but in the darkness of this night, if the drama of destiny is to continue its run upon the stage of life, then the time has come for the supporting actors to read their lines; the time has come for us to live in the cause for which the stars have fallen; the time has come for us to listen for our cue from the wings, the time has come—listen!

# Technically Speaking

QUESTION BOX or DEPARTMENT OF TECHNICAL INFORMATION

GEORGE MCCOY MUSGRAVE, Editor

## TECHNICALLY SPEAKING

Not long ago **Forensic** published a list of the "Chief Faults of Debaters" as observed by E. R. Nichols, Martin Holcomb, E. O. Wood, and Glenn R. Capp.<sup>1</sup> This list was reprinted recently in **Speech Activities**.<sup>2</sup>

Naturally, these men placed chief emphasis on faults in material, analysis, and organization. And in doing so, they were placing emphasis in exactly the right spot. But the comment of a reader from Ohio opens up a phase of the subject that also deserves attention:

**1. It seems to me that many debaters, particularly high school girls, need much work in effective delivery and presentation.—J. G. C.**

At a recent high school tournament here in Ohio, this difficulty was certainly apparent; it may be that we are basing our observations on the same few individuals. The two chief faults noticed were (1) talking too loudly for the room, and (2) failing to look the judge in the eye once in a while.

<sup>1</sup> **Forensic**, 33:47-54, March 1948.

<sup>2</sup> **Debater's Magazine** (now **Speech Activities**), 4:111-5, Autumn 1948.

The former-lack of volume control—was particularly irritating. I would not limit the criticism to girls, but certainly the worst offender in this respect was a girl. Fully 8 out of 10 speakers—whether male or female—talked loudly enough for a small auditorium, despite the fact that they were speaking in classrooms.

The latter—failing to look the judge in the eye—is a minor point, but the judge likes to know that the speaker is addressing his remarks to people, and not to the blackboard or the floor. Where the audience consists of 8 or 10 people, it is not too much to expect the speaker to look every individual in the eye once in a while. And if the speaker can't pay attention to every individual listener, the judge should certainly not be the one omitted.

**2. Can you give an example of the use of a trap in this year's high school question?—V. E. O.**

An effective trap was used by the team which won the County League championship in Ohio this year. Debating the affirmative on the federal world union question, the champs anticipated, naturally enough, that the negative would make a big issue of the fact that Russia would not



George McCoy Musgrave

join a world government, and that therefore any attempt to set one up would only widen the split between the East and West. So, before the negative had a chance to bring up this argument, the affirmative asked a direct question, "Do you believe that Russia's intentions are peaceful?" The negative, not knowing what use the affirmative intended to make of the point, hedged; it pointed out many warlike acts by Russia and some peaceful acts, concluding that no one knows for sure what Russia's intentions are. Then, later in the debate, when the negative claimed that Russia would not



join, (and therefore the split between East and West would be widened by the proposal), the affirmative calmly pointed out that since by the negative's own admission no one knows what Russia's intentions are, the negative is hardly justified in asserting that Russia would not join the union. The affirmative concluded by showing that therefore the negative's contention that the split would be widened could not be considered established.

**3. In Oregon debate, what can the questioner do if the witness says simply that he doesn't know the answer to the question? Or suppose the witness just sits there and doesn't say anything?—M. J. C.**

Well, one of the debaters on the University of Toledo team solved problems of this kind neatly in a practice debate last fall. He just poked a little gentle fun at the witness. When the witness stumbled in his replies, the questioner said, "Those of us who have studied this question feel that . . . Don't you agree?" And another tack was this: "Since Mr. Frank is unable to answer this question, we will go on to one much easier . . ."

If this sort of thing is cleverly done, it can be very effective.

Prof. R. D. Mahaffey of Linfield College, Oregon, was chosen first Vice President of Pi Kappa Delta at the recent convention at Bradley University.

### DEATH OF HERBERT RAHE

The Los Angeles Times of May 29 reports the drowning on the day before of Prof. Herbert Rahe of Chico State Teachers College (California) in the Sacramento River while on a holiday fishing trip. Prof. Rahe was formerly Head of the Dept. of Speech at Willamette University, Salem, Oregon. He had been at Chico only for a short time and was just getting well settled into his new position. His untimely death is a shock to all his friends and to the Speech teachers of the West Coast.

Character and courage do not grow by taking away initiative and independence.

Paul D. Brandes of "Ole Miss" is editing The Speaker of Tau Kappa Alpha.

### HOW TOURNAMENTS MAY HELP

Continued from Page 77

In our speech festival at St. John's college, which will be held early in December, we include the following eight activities, each scaled down to a four-minute unit: Oration, extempore speaking, impromptu speaking, radio speaking, Bible reading, poetry reading, story telling, and oratorical declamation. Through a process of eliminations, involving a hundred or more students in composition, speech, and children's literature classes, sixteen people are finally selected to participate before a student assembly. Outside judges are brought in, and awards are made to winners.

Tournaments and speech festivals can be made a living activity to many students, if a well-rounded program is featured for the general development of speech talent.

### SUGGESTED STATEMENTS

Continued from Page 70

of world' peace the United States should abandon the Atlantic Pact.

5. Resolved, that the Russian Problem can be solved by military preparedness on the part of the United States.

### The Above

1. It has an important definition involved. "Basic industries." After that it is a pure socialization or nationalization problem. Has an excellent debate in it.

2. Congress is confronted by two policies and many bills—compulsory or voluntary health systems. Which? Good debate involved.

3. Involves getting an agreement with Russia—which is virtually impossible.

4. This is properly stated "abandon" because that means adopt a new policy since the Atlantic Pact is our baby now and we are pushing it as a policy. The negative would defend the Status Quo as usual and the Aff. propose a new policy.

5. Military preparedness is our present policy and ideal. Should it be changed? Will it succeed? Does it mean war? Looks to me like an excellent debate over policy.

The above statements are only suggestions. They are not official. They are given as indications only of possibilities in the subjects, that might help in making a decision as to preference. What the committee will do in the way of statement of

the winning subject remains to be seen.

The discussion suggestions are all very good. The Russian situation and Communism were discussed widely last year. Nationalization of Industries is also submitted for debate. Planned Economy was debated last year on the West coast, and is an excellent debate and discussion topic. U. S. Foreign Policy in the Orient, although not new, has not been debated or discussed recently by the colleges.

### N.F.L. NOTES

Carl H. Weaver, director of speech activities at Dayton-Fairmont, Ohio, is the latest N.F.L. director to receive the diamond award.

N.F.L. Initiated 1002 members during the month of March 1949, a new League record.

New charters have been granted to the following high schools: Urbana, Ohio; Travacca H. S., Nashville Tenn.; Binghampton, New York; Washington H. S., Los Angeles, Calif.; North H. S., Minneapolis, Minn.; Roosevelt H. S., Hyde Park, N. Y.; Danville H. S., Ky.; Canisius H. S., Buffalo, N. Y.; Niles Twp. H. S., Skokie, Ill.; Central H. S., Minneapolis, Minn.; Kent State H. S., Kent, Ohio; Central H. S., Omaha, Nebr.; Morristown H. S., New Jersey; Willkie H. S., Ellwood, Ind. This makes the total enrollment of the N.F.L. at present 508 chapters, highest in N.F.L. history. The charter limit has lately been raised from 500 to 550.

Andrew Roberts of St. Benedict's, New Jersey heads the N.F.L. point winners for April. Richard Stang, a colleague is in second place.

Pennsylvania stands first in District standings of the 25 districts of N.F.L. for April, with Monessen its outstanding chapter.

New Chapters of N.F.L. are: St. Paul Cathedral H. S., Pittsburgh, Pa.; Holy Ghost H. S., Pittsburgh, Pa.; St. Veronica H. S., Ambridge, Pa.; Canton H. S., So. Dakota; Menasha H. S., Wisconsin; St. Catherine's H. S., Racine, Wis.; Winterville H. S., No. Carol.; Roman Catholic H. S., Philadelphia, Pa.; West Linn H. S., Oregon; Stevensville H. S., Montana; Rawlins H. S., Wyoming; Nashville-Howard H. S., Tenn.; Atchison H. S., Kansas; Ossining H. S., New York; Covington H. S., Okla.



# Book Reviews

**Courtney, Luther W. and Capp, Glen R., *Practical Debating*, New York: J. B. Lippincott Company 1949.**

To increase the rather meager store of good debate books now in print Professors Courtney and Capp of Baylor University have added another fine text.

**Practical Debating** is a compact book which is obviously designed for the coach who must train students in debate essentials in one course. Those who look for an encyclopedic treatment of all the rules and phases of debate will not be satisfied.

The authors have made several changes in the traditional approach. The principles of debate are all in one chapter so that the student does not have to comb through all the chapters the rules which are so essential to the debater.

The authors have added another feature which is a real step in the right direction. They show the relationship of discussion to debate. They advocate the use of discussion in the preparation of the debate and show how this can be done. The question of discussion's relationship to debate has been solved but the authors here show the valuable use of the discussion technique for the preliminary work on debate.

Debate strategy has been omitted entirely from the book and although the reviewer cannot hold with Mr. Courtney and Mr. Capp, he can at least realize that the gentlemen are not afraid to place their opinions out in the open and let the royalty checks fall where they may. Quoting from the book: "At best there is a nice distinction between strategy and unfair tactics . . . The most effective strategy is careful preparation."

With the possible exception of the discussion of strategy **Practical Debating** is a valuable addition to the field. It is clear, easy reading, with short chapters and excellent exercises. The book is short enough so that it can be covered adequately in a single course. It will be of the greatest value to the debater who has never confronted this thing, debate, but still will be a valuable addition to the library of the veteran campaigner.—M. S.

**Buehler, E. C. *You and Your Speeches*. Allen Press, Lawrence, Kansas. Rev. ed. 1949.**

A new edition of Prof. E. C. Buehler's "**You and Your Speeches**" is now off the press. It is about 25 percent larger than the original edition, and is filled with illustrations and pen sketches. It makes easy and pleasant reading.

Not only does Prof. Buehler's book read well, it is filled with instruction and public speaking lore and wisdom such as can only be expected from an experienced and thoughtful teacher. Professor Buehler has been and still is such a teacher, and in this book we discover some of the reason why. The book presents his teaching methods and theory.

He has divided his book into three divisions: (1) A Look Around—four chapters which ease the student into Speech gradually and gracefully, and give him a good idea what to expect, what to look for and what is important.

(2) The second division is Seven Basic Problems of Speechmaking, which are all discussed. It is in this part that Professor Buehler, the teacher, is at his best.

(3) Special Problems, types of Speeches, and Speech Situations. Here are ten chapters on such miscellaneous subjects as: Mannerisms, Pronunciation, after dinner speaking, Parliamentary Procedure, Radio and Microphone, etc.

Although privately printed, Professor Buehler's book has been widely used, having 50 or more adoptions, and is a book which one can recommend enthusiastically to teachers of speech looking for a stimulating text.

**McCall, Roy C. *Fundamentals of Speech*. Macmillan, New York 1949.**

This is a brief but very usable book for the freshman speech sections. Having used it the reviewer can recommend it highly. It appeals to the student as readable and interesting, and proceeds to introduce him to practical and useful speaking. It teaches him how to proceed and why the procedure is what it is.

The book is particularly strong on organization, and the visible and

audible aspect of speaking. It then proceeds to introduce him to occasions and their requirements, giving attention to introductions, parliamentary procedure, group discussions, reading aloud, etc.

The book is designed for a semester course, and makes no attempt to be exhaustive and complete. It recognizes that there are other courses in speech and does not try to give the entire theory in one book.

The chief appeal of the book is its brevity and practical approach. It is easy for the student to follow, and definitely useful as a counsellor in meeting his speech assignments.

**Oliver, Robert T., Dickey, Dallas C., and Zelko, Harold P. *Essentials of Communicative Speech*. The Dryden Press, New York 1949.**

Here is another new book for freshmen speech classes. It proceeds from the individual learner point of view and teaches him to size up his resources and prepare his own attitude. Then he is led to plan and organize, how to develop his ideas and present his speech. Then he is asked to become a listener, to study the audience and how to inform, influence and persuade it. Visual aids are given attention also discussion, conferences and committee procedure. The book carries about a dozen illustrations of speaking situations.

The chapter on Presenting the Speech is particularly well planned and helpful and covers a lot of ground with good precepts and advice. Also the chapter on Persuading the audience is well designed to inform the student without introducing him to the controversies and difficulties of the subject. Without definitely frightening the student with debate and oratorical terms and precepts, the student is given a practical idea of what convincing and persuasive speech are for without getting too much into the techniques.

The book should prove practicable and useful in the class room.

**Compere, Moiree. — *Living Literature for Oral Interpretation*. Appleton-Century-Crofts, Inc., New York 1949.**



A collection of interpretative readings, and a very interesting and useful collection at that—mostly prose—a few poems are included at the end of the book. It is an excellent addition to books in the interpretative field as it brings new literature to the fore, and gives that up-to-date feeling that most interpreters like to have. For them, the book is a must, and indispensable help in solving that old problem—what shall I read this time—what will the audience like.

The audience will like these selections as they are chosen from likable recent literature.

The outline around which they cluster is provocative and gets attention the moment you open the book. It follows:

1. Introduction
2. Narrative Prose
3. Fantasy
4. Essays—Factual and Face-tious
5. Christmas—Prose and Poetry
6. Introduction to the Lecture—Recital
7. Poetry and Laughter
8. Poetry

There is a bibliography of additional material. This book should be a good buy for the reader and entertainer.

#### DELTA SIGMA RHO NOTES

Delta Sigma Rho is carrying only 72 chapter at present on its roll having dropped the dead chapters that did not respond to the renewed activity of the post war period. New chapters have been installed at Hawaii and Univ. of Nevada.

The fourth biennial Student Congress and Convention of D.S.R. was held at the Congress Hotel, Chicago, Illinois, March 31-April 2.

#### A Prayer

O Lord, give us the Grace to know  
Where to begin,  
What to put in,  
What to Omit  
And when to quit.—Volta Review.  
And so we take our pen  
To add our Amen!

Scotty Nobles, Louisiana College is the first debater to have won at the West Point National Meet to return as coach of a team in competition at the same meet.

# The National Forensic Tournaments and Conventions

## Calendar

Delta Sigma Rho Congress and Convention, Hotel Congress, Chicago, Ill., April 1-2.

Tau Kappa Alpha Convention, Discussion and Debate Meet, Purdue University, March 31-April 1-2, Lafayette, Indiana.

Pi Kappa Delta National Convention and Tournament, Bradley University, Peoria, Ill., April 10-14 .....

Phi Rho Pi National Convention and Tournament, University of Denver, Denver, Colo., April 14-16.

National Debate Tournament, U. S. Military Academy. April 21-23, West Point, New York.

National Forensic League Annual Convention. Longmont, Colo, April 29-30.

## TAU KAPPA ALPHA

On March 31 representative of 30 chapters of T.K.A. about 200 persons in all gathered at Purdue University, Lafayette, Indiana. For the first time a debate tournament was added to the Discussion Contests that have been held for a number of years reaching back into pre-war days, when the convention was held in connection with the annual Convention of the Speech Association of America.

The Discussion question was: How can civil liberties be guaranteed to all those living in the United States?

Five rounds of discussion were held in all with convention luncheons, dinner and business sessions of the order interspersed throughout the two days.

The Debate resolution used was the National Debate subject—Federal Aid to education.

The addition of a debate tournament to the annual convention seemed to meet with universal pleasure, and will no doubt, be continued now that it has once been added to the convention program.

In addition to the discussion and debate meets a Legislative session was held Saturday April 2 and an Extempore Contest was also held.

At the award luncheon Sautrday at 12:30 the following gave out the awards: Discussion—Prof. Westley Rowland, Alma College.

Debate—Mr. Harvey Cromwell, Purdue University.

Extempore—Mr. Robert Cathcart, Purdue University.

Congress—Mr. John Auston, Purdue University.

The main address at the Convention Dinner was given by David Potter "Then and Now." Prof. Potter is coach at Rutgers University, New Jersey and a member of the staff of Speech Activities.

## T.K.A. WINNERS

The winners at the Tau Kappa Alpha National were:

Debate—1st. Purdue University; 2nd. Southern Methodist.

Debaters—top ten—Jerry Roberts, Richmond College; Tom Ninneman, Univ. of North Dakota; Morris Merchant, Purdue Univ.; Ken Robertson, Purdue; Paul Blekking, Purdue; Charles Harvey, Richmond College; Kamal Faruki, Univ. of So. Calif.; Bill Carey, Univ. of No. Dakota; Bill Nighswonger, Southern Methodist; Richard Kunkel, Purdue.

Discussion—top ranky—Ellen Drake, Univ. of Kentucky; Bill Gordon, Manchester Coll.; Barbara Lofry, Purdue; John Scott, Butler Univ.; Mac Simpson, Randolph-Macon; Donald Jarvis, Rutgers; Betty Hammock, Univ. of Ky.; Edmund Lonsky, Rutgers; Juanita Thomas, Purdue; L. K. Ding, Randolph-Macon; Bill Gibbons, Randolph-Macon; Walter Denman, Purdue; Martin Verp, Rutgers; C. L. Sullivan, Univ. of Miss.; Ernest Borman, Univ. of So. Dakota; Fred Tozer, Mt. Union College.

Extempore—top five—Kamal Faruki, Univ. of So. Calif.; Bill Carey, Univ. of No. Dakota; Joseph Manious, Univ. of Kentucky; Lee Reiff, Southern Methodist; Bob Farley, Univ. of Denver.

Congress—top ten—Betty Hammock, Univ. of Ky.; C. L. Sullivan, Univ. of Miss.; Patricia Campbell, Western Mich. Coll.; Omar Kureishi, Univ. of So. Calif.; Joe T. Pilcher, Alabama Polytechnic; Frank Finn, U. of No. Dakota; LeRoy Peterson, Alma College; Harold Jordan, Univ. of So. Dakota; Martin Verp, Rutgers; Walter Denman, Purdue.

## SPEECH ACTIVITIES





## PI KAPPA DELTA

About 800 students from 132 colleges and universities throughout the nation participated in the sixteenth biennial national tournament of Pi Kappa Delta, national honorary forensic at Bradley University, Peoria, Illinois. April 10-14, 1949.

The convention provided contests in oratory, debate, discussion and extemporaneous speaking. There were four rounds of oratory, discussion and extempore speaking as well as 8 rounds of debate. 140 speakers competed in each of the rounds of oratory, discussion and extempore; 173 debate teams competed in each of the 8 rounds of debate. In other words there were 704 debates held during the 4 day convention period.

The topics of the various classes of the contest included; "Federal Aid to Education," debate subject; "The United States' stand on Communism," discussion subject; and "Planned Economy" versus "Free Enterprise," extempore subject.

Bradley University was host at the four day convention. Dr. Clara K. Mawhinney, head of Speech Department was general chairman; Dr. Lawrence E. Norton, Director of Forensic activities and Mr. David Meister, Director of radio activities were general committee members. W. R. White, president of Delt chapter of Pi Kappa Delta was student representative on the national council.

Margaret Miller, Junior at Bradley University, was the only delegate to win two superior ratings. Mrs. Miller won in Original Oratory for Women, and in Discussion; her husband, Vincent Miller won excellent rating in Extempore speaking.

The convention was welcomed by the President of Bradley, Dr. David Blair Owen, a member of Pi Kappa Delta. Seven charters were presented to seven new chapters; two of these new chapters were from the ex-

**Tau Kappa Alpha Convention**  
The Runners-up — Southern Methodist Debate team.

**Top Honor Five in Extempore Speaking.**

**The Winning Purdue University Debate team.**



treme corners of the United States, San Diego State College of San Diego, California, and University of Maine, Orono, Maine.

The delegates came by train, bus, plane and car and represented 24 of the 48 states:

There were:

- 4 colleges from California
- 5 colleges from Washington
- 2 colleges from Oregon
- 6 colleges from Texas
- 3 colleges from Louisiana
- 4 colleges from Oklahoma
- 3 colleges from Idaho
- 9 colleges from Missouri
- 9 colleges from Kansas
- 7 colleges from Iowa
- 16 colleges from Illinois
- 7 colleges from Ohio
- 2 colleges from Pennsylvania
- 5 colleges from Michigan
- 4 colleges from Wisconsin
- 7 colleges from Minnesota
- 1 college from Maine
- 1 college from North Carolina
- 1 college from S. Carolina
- 3 colleges from Kentucky
- 3 colleges from Mississippi
- 1 college from Alabama
- 3 colleges from Tennessee
- 6 colleges from Nebraska

The Delta Chapter acted as chairmen for the various social affairs; Talent Night in the Bradley Field House, Semi-formal dance in the Bradley Gymnasium, and the Convention banquet held at the Shrine Mosque. Hundreds of Bradley students acted as timekeepers for the hundreds of speech events; Bradley faculty assisted in arrangement of the tournament and also acted as judges. All of Bradley's dormitories, fraternities and sororities assisted in housing the delegates and the Bradley Cafeteria furnished the meals to the delegates. Four churches: Westminster Presbyterian, First Free Methodist, Southern Baptist, and the Bradley Avenue United Brethren church opened their doors for various speaking events. The Association of Commerce gave assistance in managing the tournament.

Delegates from all parts of the country enjoyed the conducted tours that Bradley University provided. The tours included visits to the Northern Regional Laboratory, Caterpillar Tractor Company, Hiram Walker Distillery, Pabst Brewing Company and drives to Moss Avenue

and Grand View Drive.

Three honorary groups assisted the Delta chapter in tournament events: Musicians from Phi Mu Alpha and Sigma Alpha Iota Music fraternities assisted in the Sunday evening service of welcome and dedication. Members of Alpha Phi Omega, honorary Boy Scouting Fraternity gave assistance as guides for campus information.

#### PHI RHO PI RESULTS

Representatives of Los Angeles City College won first place in the three-day Phi Rho Pi tournament in Denver, Colo., in competition with students from fifteen junior colleges, April 14-16. The tournament was under the direction of Dr. P. Merville Larson of the University of Denver.

The tournament included seven fields of forensic activity: debate, oratory, discussion, extempore, impromptu, radio, and after dinner speaking.

In its business meetings the National Convention voted to recommend to the Executive Committee that the 1950 Phi Rho Pi Convention be held in California preferably at Bakersfield.

National officers elected for the coming year were: Paul W. Smith, Pasadena, Calif., president; Glenn L. Jones, Pueblo, Colo., first vice president; Walter Murrish, McCook, Nebr., second vice president; Mrs. Paul Burgess, Brenham, Tex., third vice president; G. A. Kuhlmann, Winfield, Kans., editor of THE PERSUADER; Leland H. Monson, Ogden, Utah, national organizer; and Mrs. Sylvia D. Mariner, Britton, Okla., secretary-treasurer. Arvin Schreeve of Weber College was chosen student representative.

Highest rankings of individual students in various tournament events were as follows:

**MEN'S ORATORY:** Dalleard Pettijohn, McCook, Nebr., first; Kay Longshore, Los Angeles, Calif., second; Bill Chasteen, Pueblo, Colo., third.

**WOMEN'S ORATORY:** Lillian Stevens, Los Angeles, Calif., first; Arlene Nielsen, Carbon College, Price, Utah, second; Anne Ashcraft, Branch Agricultural College, Cedar City, Utah, third.

**MEN'S EXTEMPORE:** Ronnie Ross, Weber College, Ogden, Utah, first; Kay Longshore, Los Angeles, Calif., second; Dee Hock, Weber College, Ogden, Utah, third.

**WOMEN'S ORATORY:** Lillian Stevens, Los Angeles, Calif., first; Dorothy Compton, Seminole, Okla., second; Jacquelline Yelland, Pasadena, Calif., third.

**MEN'S IMPROMPTU:** Ronnie Ross, Weber College, Ogden, Utah, first; Edgar Kaiser, St. Johns College, Winfield, Kans., second; Seymour Clyman, Pueblo, Colo., third.

**WOMEN'S IMPROMPTU:** Dorothy Compton, Seminole, Okla., first; Patty Giles, Los Angeles, Calif., second; Merlyn Forsyth, Carbon College, Price, Utah, third.

**RADIO SPEAKING:** Ronnie Ross, Weber College, Ogden, Utah, first; Dalleard Pettijohn, McCook, Nebr., second; Barbara Carden, Pasadena, Calif., third.

**WOMEN'S DEBATE:** Patty Giles, and Lillian Stevens, Los Angeles, Calif., first; Pat Reeves and Dorothy Compton, Seminole, Okla., second.

**MEN'S DEBATE:** Seymour Clyman and Bill Mattoon, Pueblo, Colo, first; Merlin Call and John Evans, Pasadena, Calif., second; Wordell Moss and George Dell, Los Angeles City College, third.

**AFTER DINNER SPEAKING:** John Evans, Pasadena, Calif., first; Dorothy Compton, Seminole, Okla., second; Arlene Nielsen, Carbon College, Price, Utah, third.

**DISCUSSION:** Jacquelline Yelland, Pasadena, Calif., first; Douglas Klusmeyer, Wentworth Military Academy, Lexington, Mo., second; Patty Giles, Los Angeles, Calif., third.

#### WEST POINT NATIONAL INVITATIONAL MEET

The University of Alabama won the championship by defeating in the finals Baylor University. The final debate was held at Cullum Hall, West Point, at 8:00 p.m., Saturday, April 23, climaxing the three-day tournament. Cadet Jared B. Schopper, the tournament director, acted as chairman for the debate. Nine outstanding debate coaches judged the debate, awarding Alabama the victory by a 6-3 decision. Following the announcement of the





### PI KAPPA DELTA

Convocation ceremony and opening meeting.

Heart of the Tournament, Contest chairmens' room.

Registration time at Pi Kappa Delta Convention.

Luncheon and Final Session — Awards.







**Dalleard Pettijohn, McCook, 1st in men's oratory; Lillian Stevens, Los Angeles, 1st in women's oratory.**



**Ronnie Ross, Ogden, 1st in men's extempore, Lillian Stevens, Los Angeles, 1st in women's extempore.**



**Ronnie Ross, Ogden, 1st in men's impromptu, poses with Dorothy Compton, Seminole, Okla., 1st in women's impromptu.**

decision, Colonel George A. Lincoln, acting for Major General Bryant E. Moore, Superintendent of the U. S. Military Academy, awarded the Sigurd S. Larmon Trophy to the Alabama team. Mr. Oscar Newton, one of the winning debaters, accepted for the University of Alabama. The Alabama team supported the negative of the question of federal medical insurance, Baylor upholding the affirmative. Alabama had won seven of its eight preliminary rounds, while Baylor had won five of its eight, and each had won a quarter-final and semi-final round. Alabama met Ottawa University of Ottawa, Kansas, in the semi-final round, while Baylor met the University of Vermont.

The winning team is comprised of Mr. Mitchell Lattof, first speaker, and Mr. Oscar Newton, second speaker. Their coach is Miss Annabel Dunham. Mr. Newton is a junior at the University of Alabama, majoring in political science. He is a member of the TKA Speech Association, the Druids, and the Speakers' Bureau at his university. He placed first in extemporaneous speaking at the Southern Speech Association tournament this year, and was rated the outstanding speaker at the Southern Congress of Human Relations. He was also a participant



**Debate teams in the final struggle for supremacy were, left to right: George Dell and Wordell Moss, Los Angeles, third place; Merlin Call and John Evans, Pasadena, second place; Bill Mattoon and Seymour Clyman, Pueblo, first place.**

in the 1948 National Tournament. His home town is Birmingham, Alabama. Mr. Lattof, also a junior, is majoring in law, with a minor in business. His activities at his university include membership in the

Commerce Association, Cadet Officers Club, and TKA Debate Fraternity. This year he has won first place in the Southern TKA Regional Tournament, and second place at the Southern Speech Association





Radio speaking winners, left to right: Dalleard Pettijohn, McCook, Nebr., 2nd; Ronnie Ross, Ogden, Utah, 1st.



Highest ranking in discussion was Jacqueline Yelland, Pasadena, Calif. Various phases of the problem of civil liberties were considered in discussion.



Past president Leland H. Monson presents trophy to winners of 1st place in women's debate: Lillian Stevens and Patty Giles of Los Angeles.

tournament. His home town is Pritchard, Alabama. Both he and Mr. Newton plan to practice law upon graduation from their school.

The Baylor team consists of Mr. Tom Webb, first speaker, and Mr. Joe Albritton, second speaker. Their coach is Dr. Glen R. Capp. Mr. Albritton is a junior at Baylor, majoring in law with a minor in economics. He is a member of the Law Society at Baylor. He participated in the 1948 National Tournament, and received a superior rating at the Pi Kappa Delta tournament held this year. He is a resident of Houston, Texas. Mr. Webb is also at Baylor, majoring in law with a minor in history. He is President of the Debate Club at his university, and also received a superior rating at the Pi Kappa Delta tournament. He is a resident of Abilene, Texas. Both speakers intend to practice law after graduation. Of the seven tournaments this team has entered this year, they have won four and placed second in three.

In the 136 seeding round there were:  
37—3-0 decisions; 80—2-1 decisions; 19—1-0 decisions (only one judge available).

In the final rounds there were:

Quarter finals, three 4-1, one 3-2;  
Turn to Page 90

## Congratulations George and Mary Jean

TOLEDO, Ohio, May 30.—Monroe Street Methodist Church was the scene last night of the wedding of Mary Jean Caldwell, daughter of Mr. and Mrs. Junius Caldwell, Barrington Dr., and George McCoy Musgrave, Toledo, son of Mr. and Mrs. George Wallace Musgrave, Arlington, Va. Dr. John R. Cheney officiated before an altar decorated with 7-branch candelabra woodwardia ferns, white snapdragons and glad-ioli.

The bride, given in marriage by her father, wore a gown of candlelight satin fashioned with a yoke of heirloom rose pointe lace. The basque bodice was accentuated by a full skirt ending in a train. Her fingertip veil was held in place by a bonnet of shirred French illusion. The brim was of heirloom rose pointe lace. She carried a bouquet of white pompons and alstroemeria.

Lucille Chesrown, Detroit, was maid of honor, and Sally Fulton and Mrs. Donald Glesser were bridesmaids. The attendants were dressed alike in ice blue marquisette over taffeta gowns fashioned with hoop skirts and bustles. They wore matching mitts and carried colonial

bouquets of rose-pink pompons and delphinium.

Virgil Otto, Chicago, was best man. The ushers were James Caldwell, brother of the bride, Robert Moulthrop, Charles Montgomery and John Sawher.

A reception in the home of the bride's parents followed the ceremony. Mrs. Caldwell wore a blush rose chiffon dinner dress styled with a lace bodice. Her flowers were red rosettes.

Taken from a Toledo paper May 30.

## 'BEST EVER' TOURNAMENT AT LONGMONT

That was the phrase most frequently used by tournament veterans in evaluating the 1949 NFL Speech Tournament at Longmont, Colo. The city of 12,000 certainly went all out to make the tournament memorable to participants and to the local citizenry as well. The gaily decorated streets were just a symbol of the enthusiasm with which the whole community turned out to make the tournament an enjoyable occasion for everyone.



# STATISTICS, WEST POINT NATIONAL INVITATIONAL MEET

SUBJECT: "RESOLVED, THAT THE FEDERAL GOVERNMENT SHOULD ADOPT A SYSTEM OF PREPAID MEDICAL INSURANCE"

## COMPOSITE RESULTS — EIGHT SEEDING ROUNDS

W and L indicate WIN or LOSS. Example: "W-52" means team met and defeated team 52.

The fifteen debaters with the highest speakers ratings are listed.

		SEEDING ROUNDS							
No.	Name School	I	II	III	IV	V	VI	VII	VIII
11	San Diego State College John Ackley	L-52	W-71	L-41	L-81	W-72	L-82	L-13	L-23
12	University of Arizona W. A. Cable	W-53	L-72	W-73	W-34	L-84	L-32	W-64	W-33
13	Pepperdine College Emmett Long	L-54	L-73	L-84	W-61	L-74	L-64	W-11	W-71
14	Stanford University W. Miller McClintock (sub.)	W-55	W-74	L-32	W-52	L-63	L-54	L-21	L-41
21	University of Montana Ralph McGinnis	W-61	W-81	W-52	W-32	L-54	L-62	W-14	L-91
22	Willamette University Dr. Fleischmann (sub.)	L-62	W-82	L-51	L-35	L-53	W-72	W-55	L-31
23	Pacific University A. C. Hingston	L-63	L-83	L-71	L-64	L-61	L-74	W-72	W-11
31	Louisiana College Scott Nobles	W-64	W-84	L-62	L-45	L-42	L-43	L-83	W-22
32	Southeastern State Col. T. A. Houston	W-71	W-91	W-14	L-21	L-44	W-12	L-52	L-73
33	Phillips University I. G. Morrison	W-72	L-52	W-81	L-51	W-83	L-91	L-43	L-12
34	N. Tex. State Teacher's S. B. McAlister	L-73	W-53	W-72	L-12	W-82	L-81	L-41	W-42
35	Baylor University Glen R. Capp	W-74	L-54	W-63	W-22	L-73	W-42	W-44	L-81
41	Ottawa University Lloyd Stafford	L-81	W-55	W-11	W-63	L-64	W-52	W-34	W-14
42	St. Olaf College Kenneth Wilkens	L-82	W-61	L-91	W-53	W-31	L-35	W-84	L-34
43	St. Mary's College Brother J. Phillip	W-83	L-62	L-82	W-72	L-81	W-31	W-33	W-64
44	University of Kansas E. C. Buehler	W-84	W-63	W-54	W-62	W-32	L-73	L-35	L-51
51	Augustana College Martin J. Holcomb	L-91	W-64	W-22	W-33	L-62	W-84	L-81	W-44
52	De Pauw University Forrest L. Seal	W-11	W-33	L-21	L-14	W-91	L-41	W-32	W-82
53	Northwestern Univ. James H. McBath	L-12	L-34	W-61	L-42	W-22	W-71	L-63	W-55
54	Univ. of Notre Dame Leonard Sommers	W-13	W-35	L-44	W-31	W-21	W-14	W-91	L-62
55	University of Chicago Wm. Birnbaum	L-14	L-41	W-64	L-84	L-71	W-61	L-22	L-53
61	Univ. of the South W. L. McGoldrick	L-21	L-42	L-53	L-13	W-23	L-55	L-71	W-72
62	University of Alabama Annabel Dunham	W-22	W-43	W-31	L-44	W-51	W-21	W-73	W-54
63	U. S. Naval Academy Cmdr. Wm. Evans	W-23	L-44	L-35	L-41	W-14	L-83	W-53	L-74
64	Georgetown College Mrs. John H. Melzer	L-31	L-51	L-55	W-23	W-41	W-13	L-12	L-43
71	Temple University R. H. Haakenson	L-32	L-11	W-23	L-83	W-55	L-53	W-61	L-13
72	Stevens Institute J. F. Richardson	L-33	W-12	L-34	L-43	L-11	L-22	L-23	L-61
73	University of Penn. No Coach	W-34	W-13	L-12	W-82	W-35	W-44	L-62	W-32



74	George Washington U. G. F. Henigan	L-35	L-14	W-83	L-91	W-13	W-23	W-82	W-63
81	University of Vermont Robert Huber	W-41	L-21	L-33	W-11	W-43	W-34	W-51	W-35
82	Yale University Rollin G. Oberweiss	W-42	L-22	W-43	L-73	L-34	W-11	L-74	L-52
83	Champlain College J. Kovalcik	L-43	W-23	L-74	W-71	L-33	W-63	W-31	W-84
84	Mass. Institute of Tech. Robert Marsh	L-44	L-31	W-13	W-55	W-12	L-51	L-42	L-83
91	U. S. Military Academy Lt. Col. Chester L. Johnson	W-51	L-32	W-42	W-74	L-52	W-33	L-54	W-21

The Following Fifteen Debaters Accumulated The Highest Speaker ratings in the Order Indicated:

Standing	Name	School	Accumulated Rating
1	Sayre	Willamette	1016
2	Stollenwerck	Kansas	1016
3	Finn	Notre Dame	1005
4	Kiker	Arizona	1002
5	Newton	Alabama	1001
6	Webb	Baylor	1000
7	Carey	Notre Dame	998
8	Ripley	Navy	996
9	Krebs	G. Washington	994
10	Conboy	Kansas	989
11	Klein	Stanford	987
12	Harrington	Vermont	984
13	Nebergall	Augustana	984
14	Clayton	St. Mary's	982
15	Albritton	Baylor	972

Note: The maximum individual accumulated speaker rating possible is 1200.

#### TEAMS ENTERING FINALS

The following eight teams have the greatest number of wins or in case of a tie the highest team speaker rating. They are indicated in order of standing.

Standing	Name	No. Wins	Team Speaker Rating
1	Alabama	7	1897
2	Ottawa	6	1827
3	Notre Dame	6	2003
4	Vermont	6	1943
5	Pennsylvania	6	1870
6	Kansas	5	2005
7	Baylor	5	1972
8	George Washington	5	1947

#### RESULTS OF ELIMINATION BRACKETS

Affirmative	Negative		Decision
	(Quarter-Finals)		
OTTAWA	DEFEATED	PENNSYLVANIA	4-1
ALABAMA	DEFEATED	GEORGE WASHINGTON	3-0
BAYLOR	DEFEATED	NOTRE DAME	4-1
KANSAS	LOST TO	VERMONT	1-4
	(Semi-Finals)		
OTTAWA	LOST TO	ALABAMA	2-3
VERMONT	LOST TO	BAYLOR	2-3
	(Finals)		
BAYLOR	LOST TO	ALABAMA	3-6

Delta Sigma Rho and the National Forensic League writeups and pictures are scheduled for the September issue.



## WEST POINT TOURNAMENT

Continued from Page 87

Semi finals, two 3-2 (note 5 judges not 7 here); Finals, one 6-3.

Note that 80 of the 117 debates (68%) in which we employed three judges were split decisions.

Finalists were determined first on a win loss record, a tie for finalists, 6, 7, and 8, was decided among the 5-3 winners by speakers points for the seeding rounds.

Alabama seeded highest in the initial 8 rounds won the tournament. In the finalist pairings the teams with the highest seeding won six of the seven finalist debates. Teams 1, 2, 6 and 4 survived the quarter finals; teams 1 and 4 the semi-finals.

Speakers points were awarded individual debaters. 50-41 Superior; 40-31 Excellent; 30-21 Good. The average speaker's rating for the tournament was 38.4.

## Pi Kappa Delta Notes

Dr. E. R. Nichols, Bernard L. Hyink of the Social Science faculty and William Oxx, lecturer in History at Redlands and president of the local chapter of Pi Kappa Delta installed the new chapter at San Diego State College, Sunday, May 1st. Prof. John W. Ackley, the San Diego Debate Coach, was graduated at Redlands in 1932, Dr. C. C. Cunningham formerly on the faculty at the Northwestern University School of Speech, was also present and spoke at the dinner following the installation. San Diego has a large and promising group of initiates into the new chapter, one team among them having been selected to represent the West coast at the West Point Tournament this year.

The University of Redlands was awarded its third consecutive Men's Squad Championship Trophy at the Bradley Convention this spring.

A team from Wake Forest College, North Carolina, won the tournament of the Southern Speech Conference the first week in April at Baylor University, Waco, Texas, debating on the Federal Aid to Education subject. Wake Forest also maintains a chapter of Pi Kappa Delta.

Prime suggestion: An artesian well does not need a pump.

# Administrative Practice in College Forensic Programs

Roy C. Nelson  
Colorado A & M College  
Thorrel B. Fest  
University of Colorado

In recent years collegiate forensic programs have felt the impact of several significant forces. As speech has received more favorable recognition in college curricula, the potentialities of forensic training have been brought to the attention of more and more students. At the same time forensic activities have been subjected to the same critical analysis and evaluation that has been characteristic of post-war educational thinking. The problem-solving techniques of John Dewey have had a profound effect, as indicated by the acceptance of discussion as a legitimate forensic form. In the professional journals, at the speech conventions, and even at forensic tournaments there have been a significant number of teachers who suggest that the benefits of forensic participation might be made available to a much larger percentage of students. The limitations of program and personnel necessitated by the war was followed by a postwar influx of older and more mature veterans seeking functional education. Many of these students recognized in forensic activities one means by which such training might be obtained. If present swollen enrollments are viewed as a continuing condition, we may consider that today we have approximately a state of normalcy in our educational institutions. Recognizing this, and the factors influencing our forensic programs, it may be well to assess current practices in the administration of these programs. This investigation was undertaken for such a purpose.

## Scope of the Study

Tabulations in this study are based upon 82 replies, representing 38 states and the District of Columbia, received on or before May 1, 1948. These replies are to a series of questions sent to 206 colleges and universities during February,

\* From Western Speech

1948. The schools chosen were polled because of chapter affiliations with Delta Sigma Rho, Tau Kappa Alpha, Pi Kappa Delta, or because of their record or reputation in the field of speech. Of the 82 questionnaires returned, 37 came from schools with enrollments of 400 to 2000, 35 replies came from schools with enrollments of 2001 to 10,000, and 10 came from schools with enrollments over 10,000. For purposes of comparison, schools will be classed according to enrollments. Hereafter in this report schools with enrollments of less than 2001 students will be designated Class I; schools with enrollments of 2001 to 10,000, Class II; and schools with enrollments over 10,000, Class III.

## Extent of Student Participation

The importance of any educational process is measured in part by the number and type of students it reaches. Using this criterion, Table I reports the number of students receiving training in any of the forensic forms, even though that training may be limited to intramural activities. In Table I, tabulations also show the number of students who were given opportunity to represent their institution before an audience or in an intercollegiate engagement. Because of the wide variation in the number of students participating in the various institutions cooperating in this survey, the median, rather than the mean, is used to indicate central tendency in Table I.

Perhaps the most striking observation which can be made on the data presented in Table I is the wide range in the number of students who receive training and who represent their schools officially. Even when other contributing factors are taken into account, the educational philosophy of the school which trains 5 students must differ greatly from the school which trains 350 students. There is some increase in the median number of students who receive training from Class I to Class II, and from Class II to Class III, but not in proportion



TABLE I  
Extent of Student Participation in  
Forensics in 1947 - 1948 Season

Class Enrollments	Number of Schools	Number of Students Who Received Some Training		No. Students Who Represent School Extramurally	
		Range	Median	Range	Median
I 400- 2,000	37	6-350	30	4-125	20
II 2,001-10,000	35	5-200	40	5-160	35
III 10,000-27,000	10	25-350	56	20-75	35
All 400-27,000	82	5-350	40	4-125	30

with the increase in enrollment. When median numbers are considered, it will be seen that the Class I schools train a larger percentage of their students than either of the other two classes.

In no class does the number of students who are given the opportunity to represent their schools in public appearances and intercollegiate engagements equal the number of students who receive training. The Class II schools are most successful in this respect, supplying 87.5 per cent of the students who receive training these opportunities, if median numbers are used in each case for these calculations. Using the same basis of comparison, 75 per cent of the students are given these opportunities when all of the 82 schools are considered.

#### Policies Governing Selection

What are the factors which govern the number of students who participate in a forensic program? This study indicates that policy of selection revolves around the question: Are forensic activities for the superior few, or can the majority of students benefit from participation? The amount of interest generated among students, financial

support, tradition, instructional load, and the character of the community and area in which the institution is located all have some bearing, but the educational philosophy of the forensic director seems to be the most influential factor. The breadth of the range of student participation as summarized in Table I would seem to indicate that our colleges and universities are divided in opinion on this question. This division is more clearly evident in Table II which reports the number of schools following one of five policies governing student participation.

Thirty-four schools, or 41.5 per cent of those replying, reported that institutional policy placed no restriction on the number of students participating, and that all those demonstrating interest and effort were trained. Of course it does not follow that such training should or does include opportunity to speak in intercollegiate events or to make other public appearances. The data in Table I substantiate this conclusion.

In another 33 schools, no limitation is put on the number of students who receive training, but in

these schools, only the better students are permitted to represent the school extramurally. In the remaining schools, a policy of selection is followed, and speaking opportunities and training are available to a limited number of students. There seems to be little relationship between the policy followed and school enrollment. An exception to this observation is found in Class III, where only two schools offer training and speaking opportunity to all who show interest and effort; however, 70 per cent of the schools in Class III accept for training all who are interested, but reserve extramural speaking opportunity for the better student. The practical difficulty of finding speaking engagements for large numbers of students may be the limiting factor here.

The significant conclusion which can be drawn from Table II is that eight out of ten of the colleges and universities in this study recognize forensics as an educational process which can benefit many students—not just a talented few. The acceptance of this doctrine poses several problems for the forensic director. The administration of intramural squad practice, securing adequate faculty personnel, supplying speaking engagements before audiences, and obtaining necessary financial support are difficulties which press for solutions.

#### Factors Which Determine Policies of Student Participation

A census of the reasons which determine the limitation or non-limitation of student participation in forensics is presented in Table III. Over half of the schools in the survey indicated they were free to follow the policy which they considered the most educationally desirable. Among factors which restrict participation, "time, facilities, and instructional personnel" was mentioned most frequently, being cited by 21.9 per cent of all schools. Schools with enrollments of less than 10,000 find this problem most troublesome. Only one of Class III schools gave it as a cause for limiting student participation. Eleven schools reported financial support a restrictive factor; in eight schools tradition is one of the determinants of policy; and in another five schools, student interest is

TABLE II  
Policies Governing Participation in Forensic Activities

Policy	Frequency of Mention				Per cent of Schools
	Class I	Class II	Class III	All	
1. Accept and offer training to all students demonstrating interest and effort	17	15	2	34	41.5
2. Accept all students, but reserving best for intercollegiate and public appearances	14	12	7	33	39.9
3. Limit squad to about 20 or 30 students	2	3	1	6	7.3
4. Limit squad to not more than 20	1	2	0	3	3.6
5. Limit squad to less than 12	1	1	0	2	2.4
6. No answer	2	2	0	4	4.9



given as a reason for the policy adopted.

In all but three of the institutions which limit forensic squads to definite numbers, a crosscheck of the individual questionnaires reveals that a policy of selection is adopted because it is thought to be the most desirable educationally. The case for selection is stated by one of the directors in an appended explanation in these words: "Extracurricular training in speech is very expensive—not just in money but also in effort and energy. We believe students of no more than normal interest and aptitude should probably confine this work to courses in speech, reserving extracurricular work for those of unusual interest or aptitude or both."

#### Means of Supplying Speechmaking Opportunities

A well-balanced forensic program offers the student a variety of speaking experiences. Table IV bears testimony to the fact that no longer is the judged contest between two universities representative of contemporary forensic practices. Institutions in this survey reported the utilization of seven different means of giving students speaking experience. Some emphasized three or four of the seven means; a few put the emphasis on a single type of event. The speech tournament was reported the most popular vice with 45.1 per cent of the schools indicating its use, while 39 per cent of the schools placed major emphasis on speakers' bureaus. Approximately a third of the schools emphasize intramural activities. Campus programs and radio presentations, both of which provide audiences, each find emphasis in about a fourth of the schools. The debate tour and the dual meet, popular at one time in supplying inter-collegiate engagements, now stand at the bottom of the list.

A common criticism of the forensic tournament is that it provides an artificial speaking situation. The wide use of speakers' bureaus reported in this study suggests that directors have been aware of that charge, and have sought other ways of providing students with experience before audiences. This is well illustrated in the practices of Class III schools where no institution emphasizes the tourna-

TABLE III  
Reasons for Policies Governing Selection

Reason	Frequency of Mention*				Per cent of* All Schools
	Class I	Class II	Class III	All	
1. It is the most desirable .....	17	23	7	47	57.3
2. Time, facilities, and instructional personnel are limited .....	9	7	1	17	21.9
3. Financial resources are limited .....	6	4	1	11	13.4
4. Institutional policy and/or traditions requires it .....	4	2	2	8	9.0
5. Students interest demands it .....	4	1	0	5	6.0

TABLE IV  
Speechmaking Opportunities Emphasized

Means Emphasized	Frequency of Mention				Per cent of All Schools
	Class I	Class II	Class III	All	
1. Speech tournaments .....	21	16	0	37	45.1
2. Speakers' Bureau, appearances before audiences in the area ....	12	15	5	32	39.0
3. Intramural speech activities .....	14	10	2	26	31.7
4. Campus programs for student body-forums, discussions, etc. ....	7	11	3	21	25.6
5. Radio-discussions, debates, etc. ....	8	9	3	20	24.4
6. Dual meets .....	9	8	0	17	20.7
7. Tours—meeting other colleges and inviting other colleges to your school .....	7	5	4	16	19.5

TABLE V  
Attitudes with Respect to Decisions in Intercollegiate Events

Attitude Favored	Frequency of Mention				Per cent of All Schools
	Class I	Class II	Class III	All	
1. Decision on win-or-lose basis, using critic judges (s) .....	18	10	4	32	39.0
2. Ratings (superior, excellent, etc.) by experts .....	7	10	2	19	23.1
3. No decisions, but critical comments by experts when possible .....	9	6	3	18	21.9
4. Audience decisions .....	1	3	1	5	6.0
5. Student ratings—participants evaluate each other .....	0	2	0	2	2.4
6. No answer .....	2	4	0	6	7.3

ment, but 50 per cent of the schools sponsor speakers' bureaus.

#### Type of Evaluation in Inter-collegiate Events

Controversy has raged for a long time around the manner of evaluating student speaking in debate contests and other competitive events. Attempting to moderate the con-

flict, forensic coaches have experimented with new judging procedures and ballots. But the problem persists. Table V shows that directors are still divided on the kinds of decisions they prefer. Many directors, however, do not hold to one particular type of decision; in fact, replies to the questionnaire show



that some schools, depending upon the nature of the event, use as many as four of the five types listed in Table V. Although the simple win-or-lose decision is still preferred by more coaches than any other kind, 39 per cent of schools favoring this type, more than a majority of schools surveyed prefer other kinds of evaluations. Qualitative ratings and the criticism with no decision, taken together, were favored by 45 per cent of the schools. Audience decisions and student ratings came in for scant mention.

### Summary

From the data presented in this study, no conclusive predictions can be made as to what the character and direction of forensics in the future will be; however, some significant trends can be noted:

1. There is a tendency to make forensics reach a larger number of students as evidenced by the increase in student participation in 1947-1948 season over the preceding season. It is further evidenced by non-restrictive policies governing training and selection in 80 per cent of the institutions.

2. The concept of a forensic program is becoming broader. Competitive events are receiving less emphasis. Speechmaking opportunities which are real in themselves find wide representation. Audience situations are deemed important by directors of programs. The forensic student no longer speaks merely to be judged but he is looked upon as an agent for stimulating, thoughtful discussion.

3. The win-or-lose decision is being replaced by other methods of evaluation. Excellence of performance in the development and communication of ideas is becoming more important as a criterion for measuring the success of speakers, rather than debates won or first places garnered.

To the authors, these trends are healthy and speak well for the future of forensics. If they continue in the ascendancy, forensic activities may hope to receive the recognition they deserve in the educational process.

### GENERAL NOTES

The Ohio High School Speech League has nearly doubled its number of membership schools in

the last two years, the league is preparing to streamline for effectiveness and is preparing to make several changes in procedure. It is now divided into three groups. A High Schools; B High Schools and County League High Schools. Schools over 450 student enrollment are A schools. Schools below are B schools. It proposed to divide the County League participation according to size between the A and B divisions.

The Ohio League has fifteen coaches who are protesting the NUEA National Topic: Popular election of the President. The State League Director has decided to follow the course indicated below:

"This action will be reported to the NUEA National Committee and a request for a ruling on a possible change nationally will be made. If there is no plan to change the topic the director will submit a ballot to the OHSSL member coaches for a decision as to whether Ohio will use the national topic. If a majority vote against its adoption is received, the director, with advice from the Executive Committee, will submit three debate topics for the adoption of a question for next year. If Ohio adopts a topic other than the national topic each school could prepare its own handbook."

The Central States Speech Association met April 29 and 30 in Omaha, Nebraska. There were twenty-two sectional meetings and a large attendance. John M. Martin, of Dayton-Oakwood High School is the newly elected vice-president of the Association so the Ohio bulletin reports.

The Ohio bulletin announces a Novice Debate Tourney for May 7, 9 at East High School, Columbus, Ohio, with Jack Cullen as host.

The Berea College team and the University of Kentucky team held the first debate in ten years on the University of Kentucky campus in Memorial Hall, Feb. 10. It was a split team affair, and part of an effort on Kentucky's part to reenter debate.

Charles Masten, former coach at Lancaster High School and Junior College, who has been working for his Master's degree in Speech at the University of Redlands during the 1948-49 college year, has accepted a position as coach of debate at the Kansas State Teachers' College of Emporia, Kansas.

Carl A. Dallinger has recently been made Dean of the College of Liberal Arts of Dubuque University, Iowa. He is a graduate of Park College, Missouri.

Forrest H. Rose, also written up in the March Forensic of Pi Kappa Delta has been Dean of Southeast Missouri State College since December 1945. Rose is a former president of Pi Kappa Delta and has been a member of the Intercollegiate Question Committee for several years.

Pacific Lutheran College, Lewis and Clark College, Idaho State College of Pocatello have been granted charters recently.

Dr. John L. Knight is the President-elect of Baldwin-Wallace College, Berea, Ohio. He goes to Baldwin-Wallace from Nebraska Wesleyan University where he has been chancellor. He is a member of Pi Kappa Delta and several other honorary societies.

Pi Kappa Delta dropped a number of dead chapters from its roll at the Bradley Convention and served notice on another group of delinquent chapters that they were in danger of losing their charters.

Prof. Paul W. Smith of Pasadena City College is the newly elected president of Phi Rho Pi. He is also the 1949-50 Chairman of the Intercollegiate Debate Question Committee.

Bakersfield J. C. is to be the scene of the 1950 convention of the Phi Rho Pi which will probably be held in early April.

Walter H. Murrish, director of debate at McCook (Nebraska J. C.) has just accepted a position as director of debate at Nebraska Wesleyan College at Lincoln, Nebraska.

The chapter roll of Phi Rho Pi now numbers 50 an increase of about 20 chapters since the conclusion of the war, when Phi Rho Pi found itself down to about 20 chapters—all that was left of over a hundred pre-war chapters. This increase represents a steady and healthy growth back toward the old days.

A girl, Barbara Lowry of Purdue University, took the highest individual honors at the TKA national meet. A girl also, Miss Miller, of Bradley University was the only student to receive two superior ratings at the Pi Kappa Delta Convention. These two colleges were the hosts of the two conventions.



# Along the Tournament Front

## ALABAMA

**Azalea Tournament.** Spring Hill College. Mobile. Feb. 24-27. Panhandle A and M, first. Univ. of Florida second. Tulane Univ. second.

## ARKANSAS

**Mid-South Tournament.** Conway. 82 teams. 31 colleges Feb. 14. Debate Sr. Men—1st. Ouachita; Women: L.S.U.; Jr. Men—Southwest Mo. State. Jr. Women—Univ. of Texas.

## CALIFORNIA

**Bakersfield Junior College Meet.** Feb. 18-19 Bakersfield, L. McKaig, Director 80 teams. 6 rounds. 2 elimination rounds. Debate—Men—1st Redlands. 2nd. U.S.C. Lower Div. Men—1st Pomona, 2nd LACC. Women—1st LACC 2nd Pepperdine.

## CALIFORNIA HIGH SCHOOLS

**District NFL. Marshall High School** Los Angeles. L. D. Hanks, Director  
**Debate**—Excelsior High and Alhambra High

**Original Oratory**—Milton Younger, Bakersfield; Cliff Kirk, Grossmont.

**Extemp—Boys**—George Anderson, Alhambra; Philip Ogilvie, Excelsior. Girls—Carole Lasher, Los Angeles H.S.; Mary Neely, Excelsior

**Declamation:** Oratorical — Betty Mageors, Bakersfield; Margaret Thomas, Alhambra. **DRAMATIC:** Cliff Kirk, Grossmont; Charles Magee, Compton; **HUMOROUS:** Jean O'Malley, Compton; Richard Gauthier.

**Trophy Points:** Marshall 56; Alhambra 55; L. A. Hamilton 45; Bakersfield 41.

**NUEA Tournament at Redlands.** March 17-19 Redlands, E. R. Nichols, Director.

**Debate** A Div. Alhambra High, Los Angeles High  
B Div. Keppel High, Marshall shall High.

**Original Oratory** A Div. Clifton Kirk, Grossmont; James Vigneau, Bakersfield. 3. Patricia Siekins, Compton B Div. Sara Longman, Grossmont; Bob Carter, Mark Keppel H. S.; Bill Wood, Riverside.

**Extemp** A Div. James Peterson, Sweetwater H.S.; Roy Yanes, San Diego. B Div. Pat Siekins, Compton, Joanne White, Hoover H.S. San Diego; Joe Hood, Marshall High

**Declamation Oratorical** A Div. Ken McDonnell, L.A.H.S.; Ray Yanes, San Diego; 3rd. Margaret Thomas, Alhambra H.S. B Div. Joan Fredkin, Marshall H.S.; Don Robinson, Mark Keppel H.S.; Ellen Kramer, L.A.H.S.

**Humorous** A Div. 1. George Sunga, San Diego; Clifton Kirk, Grossmont; 3. Helen Schonberg, Marshall H.S. B Div. Lenore White, Marshall; Beverly Long, Grossmont; Ellen Clark, Fairfax.

**Dramatic** A Div. Jean O'Malley, Compton; Dian Marcell, Marshall; Richard Stein, Fairfax.

B Div. Jerry Gaiser, Marshall; Jim Lambert, Grossmont; Sidney Friedman, Compton.

**Impromptu** A Div. Jim Peterson, Sweetwater; Lee Karney, Brown Mil. Sheldon Mittelman, Fairfax. B Div. Henry Albinski, Manual Arts; Sam Eisenstein, Bakersfield; King Mendelsohn, L.A.H.S.

**NUEA Tournament.** College of Pacific. Mar. 17-19 (Northern Sect. Stockton.)

**Debate**—Lowell, S. F.; Stockton, Tracy, Roosevelt, Fresno.

**Oratory**—Goss, Roosevelt, Fresno. Carolyn Parks, Santa Rosa H. S.

**Extemp**—Rising, Lowell H. S. San Francisco; 2. Blakely, Fresno H. S.

**Oratorical Dec.** 1. Minney, Santa Rosa H. S.; 2. Brody Santa Rosa, H. S.

**Dramatic Dec.** 1. Carolyn Parks, Santa Rosa H. S.; 2. Mary Ann Roland, Santa Rosa H. S.

**Humorous Dec.** 1. Collier, Santa Rosa H. S.; 2. Tillmanshofer, Santa Rosa H. S.

**State Championship Meet.** Fresno, April 2. Fresno State College hosts.

**Debate**—1st Alhambra H. S. 2nd Fresno-Roosevelt.

**Oratory**—1st. Carolyn Parks, Santa Rosa H. S.; 2nd. Clifton Kirk, Grossmont H.S.; 3rd. Jim Vigneau, Bakersfield H. S.

**Extemp**—1st Roy Yanes, San Diego H. S.; 2nd James Peterson, Sweetwater H. S. National City; 3rd. C. Blakely, Fresno H.S.

**Orat. Dec.**—1st. Roy Yanes, San Diego; 2nd. Ken McDonnell, Los Angeles H.S.; 3rd. Roy Tinder, Tracy.

**Dramatic Dec.**—1st Carolyn Parks,

Santa Rosa H.S.; 2nd. Barbara Capanacci, Santa Rosa; 3rd. Jean O'Malley, Compton H.S.

**Humorous Dec.**—1st. Jim Collier, Santa Rosa H.S.; 2nd. Jean O'Malley, Compton; 3rd. Helen Schoenburg, Marshall L. A.

**Sweepstakes**—Santa Rosa 25; Alhambra 12½; San Diego 11; Fresno-Roosevelt 10.

**Pi Kappa Delta Open**—Univ. of Redlands Mar. 24-26.

**Debate**—1st. Univ. of So. California; 2nd. 8-team tie.

Women: 1st. 4 way tie: Pasadena City Coll.; Pepperdine, U.S.C., Utah State. Jr. Men: 1st. 4 way tie: Redlands; Utah U.; Utah State; Long Beach J. C.

**Discussion**—1-man debate: James Kenny, Caltech; 2nd. Omar Kurishi, U.S.C.

**Oratory:** Men—1st. Omar Kurishi, U.S.C. 2nd. David Levering, Redlands; 3rd. Dick Torgerson, Redlands. Women: 1st. Lilian Stevens, L. A. City C.; 2nd. Pat Medley, Pepperdine; 3rd. Laverne Sagmaster, U.S.C. Jr. Men: 1st. Dean Pic'l, U.S.C.; 2nd. Mayer, Coll. of Pacific; 3rd. Dave Hunter, U.S.C.

**Extempore** Men: 1st. Steven Scott U.C.L.A.; 2nd. John Cole, Redlands; 3rd. Edwin Stegman, U.S.C.; L. D. Men: 1st. Tom Bartlett, Willamette; 2nd. Sheldon Nicolayson, Coll. of Pacific; 3rd. Kay Longshore, L.A.C.C. Women: 1st. June Louin, U.S.C.; 2nd. Miss Glad. Univ. of Utah; 3rd. Betty Ferguson, Willamette.

**Impromptu**—Men: 1st. Knox, Occidental; 2nd. Ziffern, U.C.L.A.; 3rd. Sayre, Willamette. L. D. Men: 1st. Ellingsworth, Pacific Univ.; 2nd. Dean Pic'l U.S.C.; 3rd. Cooney, U.S.C. Women: 1st. Patty Giles, L.A.C.C.; Izen, U.S.C.; 3rd. Whitely, Utah Univ.

**Sweepstakes**—1. U.S.C.; 2. Redlands; 3. L.A.C.C.

## COLORADO

**National Phi Rho Pi Meet** Univ. of Denver, Denver April 14-16. P. Meriville Larson, Director.

**Debate**—1st. Pueblo J.C.; 2nd. Pasadena City College.

**Oratory** 1st. Dale Pettijohn, McCook, Nebr.; 2nd. Kay Longshore,



Los Angeles City College. Women: 1st. Lillian Stevens, Los Angeles City College; 2nd. Alene Nielson, Carbon College, Price, Utah.

**Extempore Men:** 1st. Ronnie Ross, Weber College, Utah; 2nd. Kay Longshore, Los Angeles City College. Women: 1st. Lillian Stevens, L.A.C.C.; 2nd. Dorothy Compton, Seminole, Okla.

**Impromptu Men:** 1st. Ronnie Ross, Weber, Ogden, Utah; 2nd. Edgar Keiser, St. John's, Kans. Women: 1st. Dorothy Compton, Seminole, Okla; 2nd. Patty Giles, L.A.C.C.

**Radio:** 1st Ronnie Ross, Weber, Ogden, Utah; 2nd. Dale Pettijohn, McCook, Nebr.

**After Dinner Speaking:** 1st. John Evans, Pasadena City Coll.; 2nd. Dorothy Compton, Seminole, Okla.

**Colorado-Wyoming Forensics League Meet.** Colorado Springs. Jan. Elimination debate sequence. Won by Tom Brock and Herbert Mace, Univ. of Denver.

**Rocky Mountain Speech Conference.** Univ. of Denver, Denver. Feb. 17-19. Directors—Elwood Murray and P. Merville Larson. 200 contestants. Public Speaking sequence—including discussion, debate, socio-dramatic discussion, and extemporaneous speaking. Superior Rating: Tom Brock, Selma Margulis, Kenneth Crider, Bob Rottman, Herbert Mace.

**Rocky Mountain District NFL.** Longmont, Colo. Albert E. James, Director.

**Debate** 1. Pueblo-Centennial H. S., 2. St. Francis de Sales.

**Oratory:** 1. Mark Gibson, Denver East H. S., 2nd. Gordon Benesh, Cheyenne.

**Extempore:** John Dornberg, Denver, East H. S.; Ernest Barlock, Holy Family.

**Oratorical Dec.:** Bob Alcorn, Cathedral; 2nd, John Lundering, Longmont.

**Dramatics Dec.:** 1. Maxine Harrison, Longmont; 2. Jeanne Shurtliff, Cheyenne.

**Humorous Dec.:** 1. Joyce Peterson, Green River; 2. Ferol Framer, Mt. St. Gertrude.

**Trophy Points:** St. Francis de Sales 40, Holy Family 38, Cheyenne 37, Regis and Pueblo—Central 35.

#### FLORIDA

**Univ. of Miami Intercollegiate Debate Tournament,** Jan. 13-15. Miami. Winners, Univ. of Chicago

Aff., Univ. of Florida Neg. Runner-up Univ. of Miami.

**Florida District NFL.** Jacksonville, Mary E. Boyd, Director.

**Oratory:** 1. George Saute, Winter Park, 2. Arlene Amend, Miami, Jackson H. S.

**Extempore:** Boys, 1. Larry Perlmutter, Miami Beach. Girls: 1. Frances Glover, Orlando.

**Oratorical Dec.:** 1. Ernest Eickelberg, 2. James Grant, Orlando.

**Dramatic Dec.:** 1. Howard Van Orden, 2. Sunya Bowen, Jacksonville, Lee H. S.

**Humorous Dec.:** 1. Anna Soderquist, Jacksonville, Lee H. S., 2. Patsy Saunders, Daytona Beach. Trophy Points: Jacksonville, Lee 35, Orlando 21, Sarasota 30, Coral Gables 28, Tarpon 28.

#### GEORGIA

**Agnes Scott College All Southern Tournament,** Decatur.

**Debate—Aff.** Univ. of Florida 1st, Univ. of Alabama, 2nd.

#### ILLINOIS

**Grand Western Debate Tournament.** Northwestern University, Evanston; 214 debaters, 41 colleges, 9 states, 5 rounds, 260 debates. Glen E. Mills, Director. Each college entered two teams.

**Debate** (10 rounds): 1. Univ. of Florida, 9 out of 10; 2. Ties, 8 out of 10: Purdue (awarded 2nd on points); Luther, Washington U., Augustana, Wabash, Knox, and St. Olaf.

**Delta Sigma Rho Congress and Convention.** Congress Hotel, Chicago, March 31-April 2.

**Golden Anniversary Tournament.** DeKalb. Debate, 1. Northwestern University.

**12th Annual Invitational Tournament.** Eastern Illinois State College, Charleston, Feb. 5. 1. Tie, Western Michigan State and Wheaton College.

**Pi Kappa Delta Convention and Tournament.** Bradley Univ., Peoria, April 10-14. 800 students, 132 colleges, 8 rounds, 704 debates.

**I. S. N. U. Forensic Tournament.** Normal. 340 contestants, 36 colleges. Events: 3 divisions of debate, discussion, Oratory. Lincoln D. Holmes, Director.

**Debate:** Purdue Univ., St. Olaf College. 6.0 each Mens' Varsity—Women's Debate—Augustana (Ill.) Direct Clash—Augustana 6-0. **Discussion:** Superior rank, Vince

Miller, Margaret Miller and Bill McBride of Bradley.

**Oratory:** 16 contestants; 1. Maty Lou Hatfield, I. S. N. U.

**Illinois Intercollegiate Oratorical.** Men: Roger Fritz, Monmouth; Women: Dorothy Ann Koch, Augustana.

**17th Annual George Strawn Discussion Contest,** DeKalb. 30 contestants; 3 rounds. Subject: Policy Toward Increased College Enrollment.

**Western Conference Debate Tournament.** Univ. of Chicago, Mar. 25-26. 9 of the Big Ten Universities participated. Men's Trophy went to Univ. of Wisconsin, 5 out of 8; Women's Trophy to Northwestern, 7 out of 8. Outstanding speakers were: Yates, Indiana; Titelbaum, Ohio and Gustafson and Reich (women) of Northwestern.

#### INDIANA

**Tau Kappa Alpha National Convention and Contests.** Purdue Univ., Lafayette, Ind., March 31-April 2.

**The Hoosier Debate Tournament.** Indiana University, Bloomington, Jan. 15, '49, 4 rounds, 12 colleges, 4 states.

**Indiana University Forensic Conference.** Bloomington, Feb. 25-26; 11 universities and colleges, 8 states. Debate, Discussion, public speaking.

**DePauw Delta Sigma Rho Invitational.** Greencastle. 13 colleges. Debate: 7-1 records, Wayne, Georgetown, Wabash, DePauw.

**Purdue Novice Tournament,** Lafayette; 5 undefeated teams.

**Indiana State Teachers,** Terre Haute. Three rounds.

#### INDIANA—High Schools

**Indiana District NFL,** Peru H. S., Peru. Bertha Thornburgh, Director.

**Debate:** 1. Hammond High, 2. Hammond, Clark H. S.

**Oratory:** 1. Vern Sheldon, Ft. Wayne, Central H. S., 2. Richard Gross Howe Military.

**Extempore:** Raleigh Vobach, Hammond, Clark H. S., 2. Shirley Ross, Ft. Wayne, Central H. S.

**Oratorical Dec.:** 1. Roger Keel, Howe Military, 2. Dick Pifer, Ft. Wayne Central.

**Dramatic Dec.:** 1. James Dean, Fairmount, 2. Louis Mushro, Howe Military.

To be continued in the Sept. '49 issue.



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